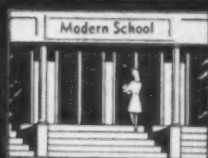


SCHOOL PROGRESS



The Spotlight on Education

Back-stage in Education

Project Work in Australia

A Modern Teaching Aids Centre

Ridgeview Elementary School

St. Joseph's Girls' High School

St. Stephen's Elementary School

Proper Procedure at Meetings

No. 1

FEBRUARY - MARCH

1961

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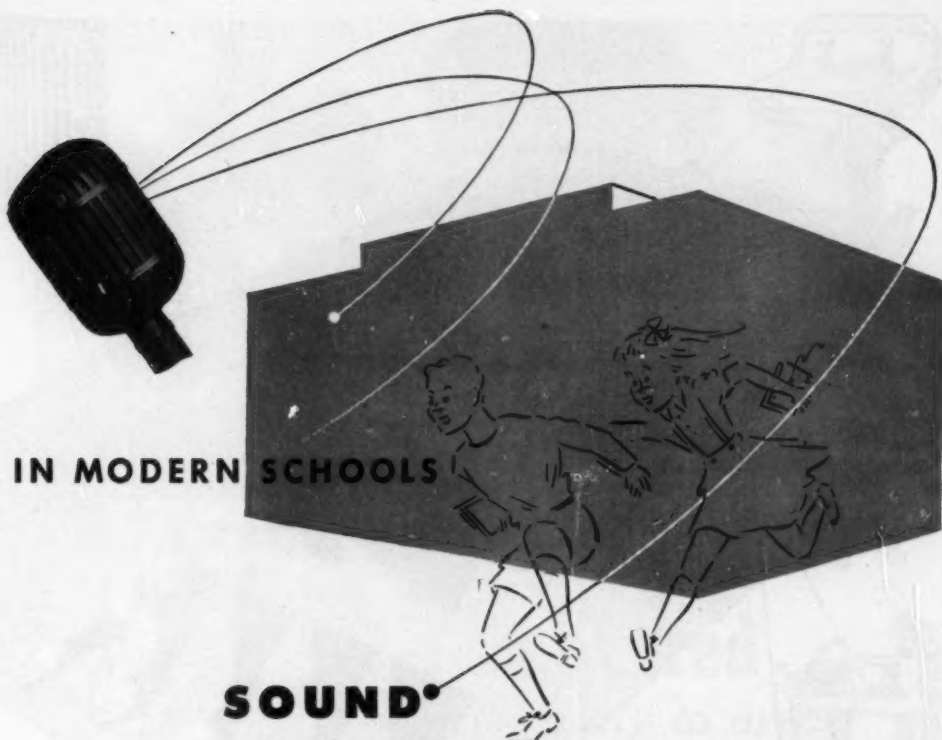
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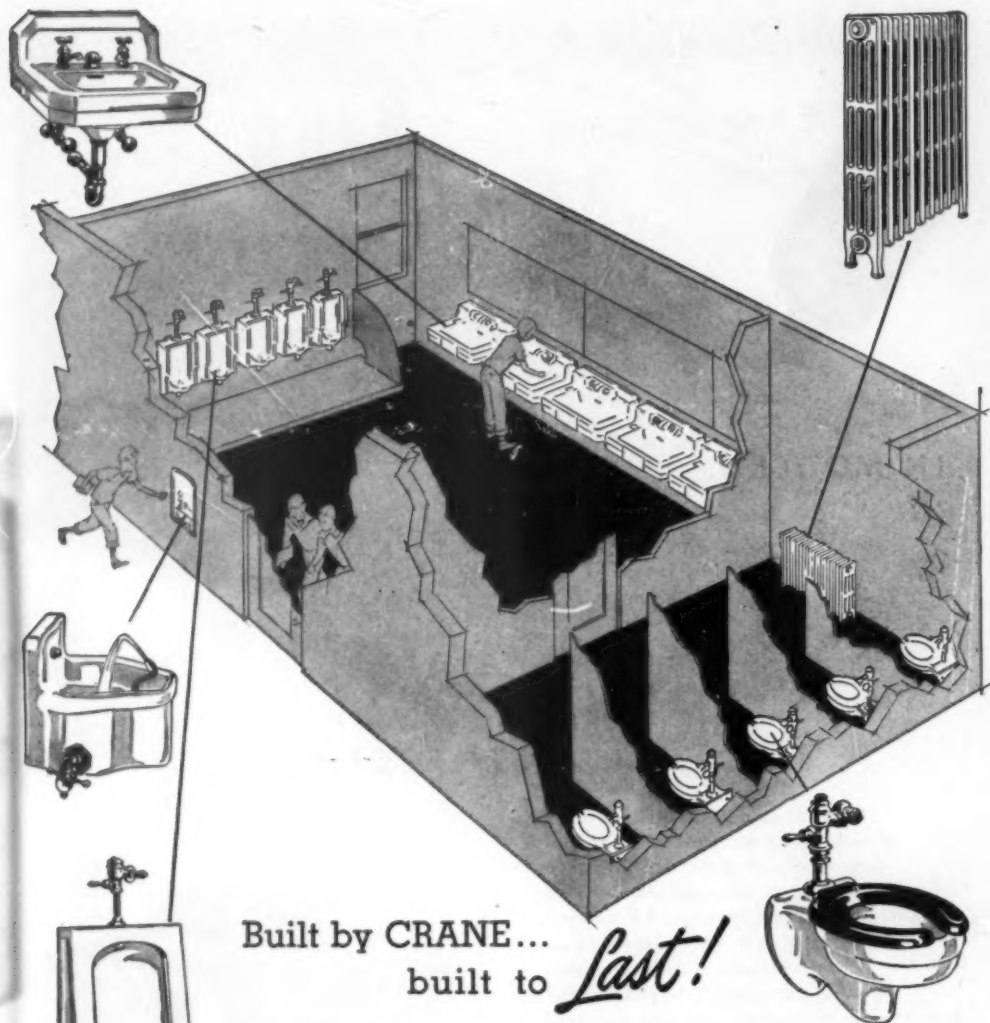
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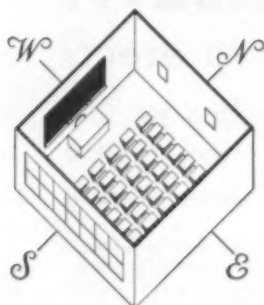
COLOURFUL, well-painted classrooms make learning easier for the pupils—stimulate community pride in the school. Properly chosen colours accomplish two purposes. They not only make classrooms more attractive, but also conserve light and eliminate objectionable glare.

Scientific research has made it possible for school authorities to select colours for walls and ceilings which, by reducing light absorption, more fully utilize the available light.

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W **WESTERN EXPOSURE.** Walls—Semi-Gloss Lightone Green. Dado—Dado Enamel Green.

S **SOUTHERN EXPOSURE.** Walls—Semi-Gloss Lightone Blue. Dado—Dado Enamel Blue.

E **EASTERN EXPOSURE.** Walls—Semi-Gloss Lightone Grey. Dado—Dado Enamel Grey.



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SCHOOL PROGRESS

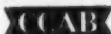
THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS

No. 1

FEBRUARY-MARCH

1951

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Although we do not necessarily agree with all statements made in the columns of "School Progress", we believe that they are of sufficient interest and importance to bring to the attention of readers.—The Editor.

Editor Harry F. Coles, B.A.
Editorial and Business Offices 57 Bloor St. West, Toronto, Ont.

SCHOOL PROGRESS is an independent publication, for principals, headmasters, inspectors, school board chairmen, secretaries, business administrators and purchasing agents, building superintendents, school architects, superintendents, secretaries and directors of education, and school supply houses throughout Canada.

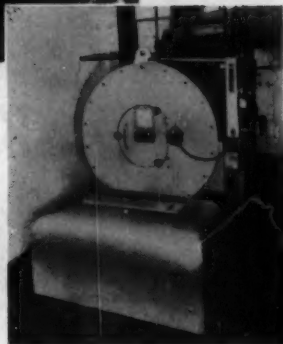
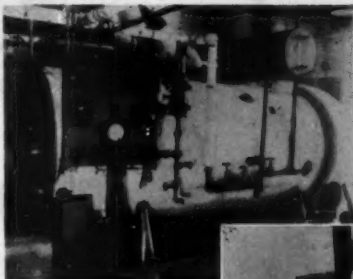
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FEBRUARY-MARCH, 1951

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You'll be surprised how little it costs to reduce disturbing noise with Johns-Manville Acoustical Materials.

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Hendry's "CTS" Move-About Desk Surpasses All Others

This brand new model—originated and manufactured in Canada—is the most outstanding achievement in the modernization of classroom furniture. Its compact and graceful design, strong construction and ultra-smart appearance create a seating unit without equal for the equipment of any school building.

The "CTS" Move-About is a perfect combination of chrome tubular steel frame and "Aerobond" (7 Ply) wood parts in natural finish.

Produced with box tops and lifting lids, or open bookshelves, and in sizes to suit any grade.

SIZE	Size of Top	Height of Top	Height of Seat
No. 1	26 x 20 inches	30½ inches	18 inches
No. 2	26 x 20 inches	29½ inches	17 inches
No. 3	25 x 19 inches	26½ inches	16 inches
No. 4	25 x 19 inches	25½ inches	15 inches
No. 5	24 x 19 inches	23½ inches	13½ inches
No. 6	24 x 19 inches	21½ inches	12 inches

Please write for prices, stating particulars of your requirements.



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THE SPOTLIGHT ON EDUCATION

Conducted by the Editor

Mother Marguerite Bourgeoys, the first female teacher of New France, and founder of the Congregation of Notre Dame, was proclaimed "Blessed" on November 12th last by His Holiness Pope Pius XII.

Mr. R. E. Byron, former Superintendent of Schools, has been appointed Supervisor of Industrial Arts, Department of Education, Alberta.

Dr. F. T. Fairey, Deputy Minister and Superintendent of Education for British Columbia, has been nominated by the Canadian Education Association to a three-man Unesco Consultative Educational Mission to make a survey of the Burmese educational system and advise on its future development.

Mr. G. W. Finlayson, assistant principal of Bessborough School, Leaside, Ontario, has been appointed General Secretary of the Ontario Educational Association and assumed his duties January 1, 1951.

Mr. Z. M. Hamilton, widely known Western Canada journalist and editor of the Saskatchewan School Trustee Magazine, died in Regina, November 28th last.

Mr. Jack Huggins has resigned as Business Administrator of the Leaside, Ontario, Board of Education to enter private business.

Mr. Janis Kalnius, well-known organist and choirmaster of Fredericton, has been appointed Instructor of Music at Teachers' College, Fredericton, N.B.

Mr. Sidney E. Lang, former Provincial Inspector of High Schools in Manitoba, died on November 6th in Victoria, B.C.

Mr. W. R. McCulley, Vice-President and Managing Director of Thomas Nelson and Sons (Canada) Limited has been appointed President and General Manager of the parent Company in New York.

Mr. Louis McGill has been appointed Business Administrator of the Owen Sound, Ontario, Board of Education.

Mr. Murray McGrigor, Business Administrator of the Board of Education, Galt, Ontario, has been appointed Vice-President of the Ontario Association of School Business Officials.

Professor G. Fred McIntyre of the University of New Brunswick has been appointed to the staff of the Department of Education with the inauguration of the university's Bachelor of Education (B.Ed.) Course.

Mr. Jack McKee has been appointed Business Administrator of the Leaside, Ontario, Board of Education to succeed Mr. Huggins.

Mr. George W. McKenzie, formerly Principal of Pictou Academy, N.S., has been appointed Inspector of High Schools for Nova Scotia.

Mr. C. G. Merkley, former Principal of Cardiston Junior-Senior High School, has been appointed Associate Superintendent of Grande Prairie and East Smoky School Divisions, Alberta.

Mr. W. M. Munroe, formerly on the staff of Drummondville High School, has been appointed regional Inspector of Schools for Gatineau and Pontiac counties, Quebec.

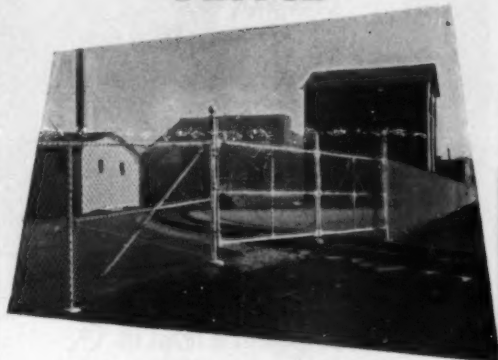
Mr. T. A. Neelin, for twenty years Superintendent of Schools in Brandon, Manitoba, retired September 1st, 1950.

Miss Joan Skinner, on the staff of the Mount Royal High School, Quebec, has been appointed a Helping Teacher to assist the Inspectors of Superior Schools in the province of Quebec.

Professor W. J. Smith has retired from his position of



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DS-50-B

THE EASTVIEW HIGH SCHOOL GYMNASIUM in Eastview, Ontario, designed by W. E. Sylvester and built by H.E. Clark-Francis Ltd., is a typical example of the beauty and quiet which can be achieved by sound conditioning with Acousti-Celotex Ceiling Tile.

QUIET SCORES in this gymnasium...

The unwanted sounds of boys at play are soaked up in the Acousti-Celotex ceiling tile of this gymnasium... disturbing reverberation is checked *before it starts!* Teachers and students working in the classrooms benefit from the quiet which is built into this school.

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Acousti-Celotex Sound Conditioning ceilings can be quickly, easily installed to suit any specification or building code. They can be painted or washed repeatedly *without* reducing their sound-absorbing efficiency.

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It's new! Johnson's Shur-tred drastically reduces slip dangers ... on all types of floors ... under all conditions of temperature, humidity, maintenance!

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THE SPOTLIGHT

Instructor in Music at Teachers' College, Fredericton, N.B.

Miss Blanche Stewart, formerly a member of the staff of the School for Teachers, has been appointed a Helping Teacher to be associated with Inspector L. J. King, Quebec.

Mr. F. K. Stewart, Executive Secretary of the Canadian Education Association, has been elected a member of the School Board of Etobicoke Township for 1951.

Mr. H. P. Sutton, on the staff of York Memorial Collegiate Institute, York Township, has retired as General Secretary of the Ontario Educational Association.

Mr. A. P. Tingley retired in March 1950 from the position of Supervisor of Industrial Arts of the Alberta Department of Education.

Mr. H. G. Wedge, of Saskatoon, Saskatchewan, has been appointed Superintendent of Schools, Brandon, Manitoba, to succeed Mr. T. A. Neelin, retired.

Mr. David J. Wilson, Assistant Principal of Galt Collegiate Institute, Galt, Ontario, assumed his new duties as Principal of Oakville Trafalgar High School, Oakville, Ontario, on January 3rd, 1951.

Mr. G. Everton Smith, after thirty-eight years of service with Moyer School Supplies Limited, is retiring as General Manager. However, he will continue his work in the field of education as Director of Public Relations for the firm.

* * * *

Schools Must Not Be Neglected Again in a War Economy

General Omar Bradley, Chairman of the Joint Chiefs of Staff of the U.S. Forces said recently: "An educated people is easy to lead, but hard to drive; easy to govern, but impossible to enslave."

As it is our public schools which must bear the main responsibility for maintaining an educated people, it would be ironic indeed, if we neglected the schools again when we need them most.

* * * *

To Combat Communism in the Schools

The Ontario Secondary School Teachers Federation at its mid-year session in Toronto in December tackled the threat of communism to Canada's way of life with most encouraging vigour. Two hundred delegates unanimously adopted a programme of action to promote democracy in the schools submitted by their Committee on Citizenship and agreed to press the plan in all parts of the province.

The Committee's report began by condemning the organization of student councils and societies in secondary schools which have only limited jurisdiction and practically no power, stating that this practice "destroys the faith of youth in our vaunted democracy and may be responsible for a cynical attitude towards all levels of government". The Committee recommended that schools avoid over centralization of student activities and encourage the development of responsibility and initiative within smaller groups and suggested that all teachers instruct their pupils and guide their own actions by seven principles of democratic living as follows:

1. The social organization exists to give the individual member the maximum amount of opportunity to develop his natural endowment.
2. The individual citizen feels responsible for the maintenance of properly constituted authority.
3. Properly constituted authority expresses the will of the majority under that authority.

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Royal ALL STEEL WELDED STACKING CHAIR

No. 1123, at left, offers ideal, low cost seating. Built to take punishment, this chair stands up to hard use and abuse without breaking, pulling apart or becoming distorted. In fact, this new Royal Welded All-Steel Stacking Chair is practically indestructible.

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Royal Welded All-Steel Stacking Chairs are guaranteed for 10 YEARS against any failure of the metal construction.

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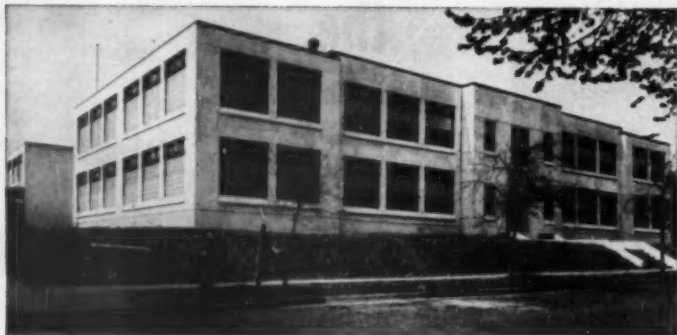
NOTE: These are just two of the many models of Royal Stacking and Folding Chairs. Write for your FREE copy of our illustrated folders showing the wide range and adaptability of Royal Folding and Stacking Chairs.



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This experience in developing efficient, safe signal systems now sets the standards by which all similar equipment must be judged.

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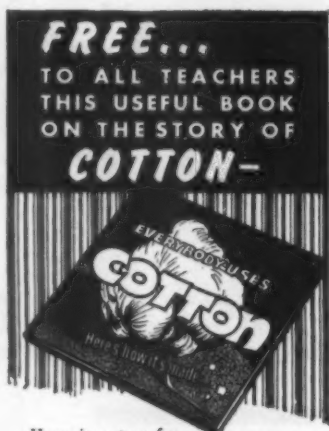
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4. The individual citizen has the right to voice his criticism of the acts of those exercising authority over him.

5. The majority in a democratic society will not wish to molest minorities that have customs and traditions peculiar to themselves, since all have accepted the first maxim stated above.

6. The members of a democratic society will have the opportunity of free discussion to clarify the opinions of the members of the group, and to formulate either an opinion or a course of action acceptable to the majority; the group will, however, take cognizance of the opinion of the minority.

7. The members of a democratic society will have knowledge of and a deep respect for our heritage of institutions, laws and customs.

* * * * *

Ontario Trustees Council

Six province-wide Trustee Associations of Ontario held a joint meeting in Toronto last October and agreed to form a combined Council for the purpose of taking action on all matters having a practical bearing on both elementary and secondary education which are of mutual concern. The six Trustee Associations forming the Council are as follows: The Associated High School Boards of Ontario; Le'Association Des Commissaires des Eccles Bilinques D'Ontario; Ontario School Trustees' and Rate-payers' Association; Ontario Separate School Trustees' Association; Ontario Public School Trustees' Association and Urban School Trustees' Association.

Each Trustee Association is represented on the Council by either two active trustee members or one active member and the executive secretary of the Association making a central council of twelve members. It is intended that the Council will provide a medium of communication to the Ontario Department of Education and to the Ontario Teachers' Federation, the considered views of the trustee organizations on educational and administrative matters within the jurisdiction of school trustees.

Officers of the Ontario Trustees' Council elected for the first year are as follows: Chairman, H. E. Dickinson, St. Mary's, Ontario; Vice-Chairman, Charles Hulse, Ottawa, Ontario; Secretary, Edward J. Hutchins, Mimico, Ontario.

Thus, for the first time, all elected trustees of the Province of Ontario will be represented by one organization charged with authority to speak for all, a reform which has been long needed and sought at the highest level of school administration in the province. The Ontario Trustees' Council deserves the very best success in carrying out the very worthy aims for which it has been formed.

* * * * *

A Charter of Action for Schools Today

American school superintendents in session at Teachers' College, Columbia University in the fall, drew up the following significant five point credo in education for 1951 which, we suggest, applies equally this side of the border:

1. Dollars spent wisely in education by a community

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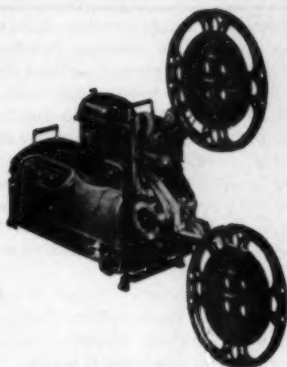


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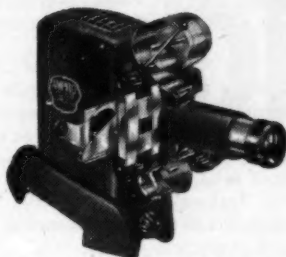
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alert to its school needs is not an expense. Education is an investment that pays off in economic benefits, in a better standard of living and in greater national strength.

2. Besides the three R's, schools today must teach children and youth their lawful rights and privileges as well as their duties and responsibilities as active citizens. Both kinds of instruction will make the country stronger.

3. If schools are to do this, however, the people must have a clear understanding of the educational needs of their communities and must help find ways to finance their schools in good times as well as in bad, in war and in peace.

4. When children are deprived of full educational opportunity, the people as a whole suffer. Rising school enrollment, inadequately trained teachers, inadequate school buildings, and lack of funds must become the immediate concern of all alert to their obligations as mature citizens.

5. The teaching profession and the public must jointly assume the responsibility for discovering new and better methods of teaching and for speeding up the distribution of these methods.

* * * * *

Imperial Relations Trust Fellowships for 1951-52

The London Institute of Education has announced that the Imperial Relations Trust has placed funds at its disposal for eight British Commonwealth Fellowships to be awarded two teachers in each of the Dominions of Australia, Canada, New Zealand and South Africa. Each award is of 500 pounds and 50 pounds extra may be added for travel in England or Europe.

The purpose of the fellowships is to enable experienced teachers and educationists from the Dominions to spend a period of study in circumstances which allow the freest interchange of educational thought within the British Commonwealth. The fellows appointed will attend the London Institute of Education for one full academic year from September 1951 to June 1952.

Applicants for a fellowship will be men and women of exceptional ability which have had not less than five years' experience in teaching or educational administration and who have given good evidence that they are likely to play parts of more than ordinary importance in the educational system of their own countries.

The selection committee is composed of Dr. J. G. Althouse, Ontario Department of Education, Toronto; Dr. A. W. Trueman, University of New Brunswick, Fredericton; Dr. R. C. Wallace, Queen's University, Kingston; Dr. M. E. LaZerte, University of Alberta, Edmonton.

* * * * *

Teaching the Essentials of Good Citizenship

Sir Robert Baden-Powell, who died ten years ago on January 8, 1941, is remembered at this time as the founder in 1908 of the Boy Scouts and in 1910 of the Girl Guides movement.

Sir Robert was the son of an Oxford University professor, and although he had a distinguished career as a soldier, he always considered his most important work to be the Boy Scout movement begun, as he loved to explain, for "the purpose of training boys in the essentials of good citizenship."



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EDUCATIONALLY SPEAKING

Equality of Educational Opportunity

The central ideal of our North American educational tradition has long been and still is "equality of educational opportunity". From this ideal has developed the present plan of universal or mass education which undoubtedly gives everyone an equal opportunity to obtain the education offered by the schools. But does it provide identity of opportunity? It certainly does not mean, as some confused thinking seems to indicate, that educational opportunity is equalizing. In fact, there has been too strong a tendency to centralize and standardize education to the distinct detriment of gifted individuals, when creative leadership and individual initiative is basic to a dynamic democracy.

With this situation in mind, the Committee on Educational Survey at the Massachusetts Institute of Technology, in its recent report, has this to say:

"Democracy as we have known it for more than two hundred years is the fruit of leadership that rises from the initiative and individuality of the people. If this nation is to hold to a high goal, it must continue to cultivate a superiority of spirit and intellect. Since the war, there has appeared a new national consciousness of the responsibility of providing education to all of our young men and women commensurate with their ability. But in broadening the educational base, let us not stifle individuality by seeking uniformity; let us not fail to discern the gifted mind, to further special talents, and to provide an environment in which these may flourish."

* * * *

Royal Commission on Education for Ontario

After five years of studying the school system of Ontario and hearing innumerable briefs on the subject from all kinds of people and all types of organizations, the Royal Commission on Education, headed by Mr. Justice Hope, finally brought in its report in voluminous form (1,179 pages, 500,000 words) just before Christmas. The press immediately branded its final appearance as an anti-climax, and perhaps, in a way, it was in that it contains nothing new in recommendations for reform that have not already been implemented or promoted in the meantime. However, we make bold to hazard the opinion that the report does crystallize pretty sound thinking on the aims and objects of modern education and how they might be better attained in the schools of the province. It will, we feel, prove a valuable source of reference on the subject for some time to come.

The best part of the whole report is contained in the opening chapter which sets out what the commission believes to be the aims of education—The first duty of

the school is to aid its pupils to develop strength of character . . . To educate is to give intellectual and moral training . . . Honesty and Christian love must be taught by precept and even more by example . . . These cardinal virtues do no violence to any child or parent . . . The school and home and church must stand together to counteract influences in society which offer rewards for selfishness, falsehood, deceit and violence.

The Commission's summary of the aims of education is, in our opinion, the best Canadian statement of the philosophy of education that has appeared in print in recent times. This philosophy, the Commission states, should include the following nine points:

To develop capacity to apprehend and practice basic virtues.

To develop the power to think clearly, independently and courageously.

To develop talent to understand the views of others and to express one's own views effectively.

To develop competence for a suitable occupation.

To develop good health.

To develop aptitudes for recreation.

To develop characteristics for happy family relations.

To develop good citizenship.

To develop the concept that education is a continuing process beyond the school.

* * * *

Progressive School Days

The following poetic "trifle" signed J.E.P. (who, by the way, is an Ontario public school teacher) appeared in a recent issue of *Saturday Night*, the well-known Toronto weekly. Though poetry is usually supposed to be fanciful, we suggest that the subject of this poem is no mere figment of the imagination:

School days, school days,
Dear progressive school days!
No one taught 'riting or 'rithmetic,
Never a sign of a hick'ry stick.
Mornings, you'd play and loaf and chat,
Afternoons, tours to this and that,
Or tests to find what you're gifted at—
They never found nothing for me.

School days, school days,
Mad progressive school days!
Rhythmics, Map Reading, untidy Art
Taught to the tune of a Guidance Chart.
I was a boy with low I.Q.
You were a bit subnormal, too;
Though none of us worked, we all got through—
Though how is a myst'ry to me.

BACK-STAGE IN EDUCATION in Ontario

DR. J. G. ALTHOUSE, Chief Director of Education, Province of Ontario

(From an Address to the Teachers of York Township Schools)

OBSERVERS of public education in Ontario today find almost everything to criticize except inaction. Recently one of them has declared that the schools are like a stage on which a play is proceeding while the script is being rewritten. I am inclined to admit the shrewdness of the observation without conceding that the simile is applicable in detail or in all its implications. Certainly there is much bustling about in public education today, a great deal of discussion and of earnest searching for new material, frequent conferences, a commendable spirit of compromise, and some confusion. As you, who are practising teachers and administrators, must be on stage for a good bit of the time, it has occurred to me that you might be interested to learn how your efforts appear to those who stand in the wings. Hence the topic of discussion.

First of all, I should like to remind you that the present activity in the revision of school courses should not be taken as evidence of profound discontent with what the schools are presently teaching. True, there are always enthusiasts who are irked by the slow development of public services, and these are likely to be particularly exasperated by the middle-of-the-road caution that has characterized Canadian education. But even these fervent spirits admit that our school courses have not been static, that they have been subjected to repeated modifications, to almost continuous revision. Present efforts are by no means desperate expedients, to which we are driven by the conviction that almost anything is better than what we have. We are not yet in the plight of public educators in some of the neighbouring States, who are so patently concerned about the rising tide of public disapproval of the work of their schools. Our current revisions are attempts to move from something moderately effective to something still better; their true significance lies in the fact

that they have developed from successful local adaptations and derive their vigour from the demonstrated success of some of our schools in using these local adaptations to provide motivation for the undertaking of serious study capable of wide—indeed of general—application.

In this one sense, the present revision of courses does mark a break with tradition in this province. Traditionally, courses have been prescribed or authorized. True, an increasing degree of local variation has been permitted and, latterly, encouraged. Now the initiative has shifted. Local experts in education—practising teachers—are asked to suggest courses best suited to their pupils and their communities. These suggestions are revised and co-ordinated by groups of local supervisors—also experts but presumably accustomed to a wider view than that of the strictly local situation. The revised suggestions are submitted to the people's representatives—the local school boards, who subject the experts' opinions to the salutary test of informed lay opinion. If the local board wishes to try the proposed new courses, it may do so on certain very broad conditions laid down by the Department of Education. Perhaps the most important of these is the undertaking to report upon the experiment. If the local board does not decide to try the new courses proposed by the local teachers and supervisors, the previously authorized courses are continued in the schools under the board's control.

From this procedure we expect to develop better courses of study than we have hitherto employed. We look for improvements which will increase the retentive power of our schools, and so give to our ratepayers a better return on their school expenditures. We anticipate more effective motivation of pupils which will enhance the value of our educational facilities.

These are the direct aims of any revision of the school curriculum. But in any serious quest, there are

by-products which sometimes rival the direct objective in importance. Several such by-products are already manifesting themselves. Because these may be more readily discerned by one who stands a bit apart—in the wings as I have said—I venture to invite your attention to them.

* * * *

The first of these is a growing concern about giving adequate consideration to individual differences in children. I do not mean that there is any tendency to neglect or ignore social effectiveness. I mean that, in planning new courses and new procedures, teachers are keeping in mind their pupils as individuals. Since individual differences affect the child's readiness to learn, his best rate of learning and the significance to him of the process of maturation, the new courses do not impose a year-grade lock-step or a fixed content of subject matter at any level. Flexible promotion from grade to grade is characteristic of most of the new courses; equally flexible are the opportunities for enriching the courses.

A superintendent of schools in a substantial city reports that the curriculum committees in his community have given much thought to appropriate provisions for handicapped and backward children, and that the same committees are coming to realize that they have given too little attention to children of unusual ability. This, I submit, is evidence of sound thinking among teachers today.

* * * *

The second valuable by-product of our present search for better courses is a growing awareness that education is a continuous process. Public responsibility for more than a minimum basic schooling has gained recognition slowly. Our attendance laws today, however, make it clear that more than elementary education must be provided for all young people. These laws require a pupil to continue at school until he is sixteen

years of age. By that age, all but the very dullest (or, perhaps, the most ingenious) have passed beyond the elementary grades. Secondary schools, then, can no longer pretend to be selective schools for the fortunate few; they must be prepared to continue the education of all.

In its organization, Ontario education has hitherto reflected its derivation, partly British, partly North American. The first educational responsibility of the state was the provision of elementary education; more advanced education was added later, and was strictly selective. So a stiff hurdle was set between the elementary and secondary schools. The most obvious symbol of this barrier was the High School Entrance Examination; for generations the phrase "He passed his Entrance" marked a creditable mastery of the schooling that was the right of every boy and girl. Now the High School Entrance Examination has gone; in theory, at least, the progress of a pupil from Grade VIII to Grade IX is no more significant than the promotion of the same pupil from Grade VII to Grade VIII. In fact, however, several very obstinate relics of the old barrier will remain until they are removed by local effort and by local co-operation.

Chief among these is the lack of close articulation between the courses of study for the higher grades of the elementary school and for the lower grades of the secondary school. Of almost equally serious character is the abrupt change of organization which the pupil experiences on moving from the elementary school to the high school. In June he is amid familiar surroundings, taught, for the most part, by one teacher, with occasional lessons from visiting specialists. His home room teacher keeps a close eye on his general progress and observes pretty faithfully the regulation which puts the teacher in *loco parentis*. In September of the same year the pupil finds himself studying several new subjects; even the old, familiar subjects which he meets again are hardly

recognizable. Seldom is one teacher responsible for his class for even half of the school week; he meets five, six, seven or more specialist teachers who seem to him to be more interested in subject matter than in pupils. Small wonder that he is sometimes bewildered and often tempted to evade difficult or irksome tasks.

Of course, the chief reason for the abruptness of the break between elementary and secondary schooling is the remarkable ignorance exhibited by the staff of each school of what goes on in the other. Not very many secondary school teachers have had elementary school experience; still fewer elementary teachers have taught in the high schools. No phase of the suggested revisions is arousing more interest or giving more encouragement than the variety and seriousness of local efforts to achieve greater continuity at this level. These local efforts usually begin with some suspicions and some apprehensions—each group fears domination or dictation by another group. But once they come together they seem to recognize a common problem of surpassing importance, and soon forget to be jealous of their own pride or position. They quickly realize that each group has something to contribute to the solution of a common problem, and they learn to pool their resources in the interest of better education for all the children of the community.

* * * *

The third significant by-product of the current revisions of courses is emphasis placed upon the function of habituating the child to make his own decisions. This is the most difficult as well as the most important function of public education in a democracy. If public education can habituate ordinary people to make sane and practical decisions, then freedom will remain the best and most satisfying principle of human society. When public education fails to do this, some other principle be-

sides freedom is invoked to restore the semblance of human security.

It is sobering to realize that today great masses of humanity have bartered freedom for fancied security and that other great masses of humanity long for freedom but are condemned to live and die without it. We continue to set great store by freedom; if we are to continue to enjoy it we must train our young people to regard freedom not as a natural state into which we grow without effort, but as a hard-won boon which must be earned by continued and sustained effort.

Part of the conquest which we call human freedom is the conquest over our own tendencies and desires. The free citizen must learn to make his own choices, but he must make them in the full light of moral duty and social obligation. To be free, he must really choose what he is to do; to be a free citizen of an ordered world he must make the choices that are *right* for him and *good* for his fellow citizens. School is *one* of the places—an important place—in which he may learn to choose and to choose aright.

This habituation in exercising choice must begin early and must extend into all fields. It is not enough to learn facts and skills—pupils must also learn to decide how to use them. Spoon-feeding won't suffice. The pupil must learn to learn by his own efforts; he must learn to apply the knowledge and skill he has gained to further discovery of knowledge and of skill. This means he must *not* be over-taught, but he must learn! He must have a chance to think of what he is doing and to find the ways best suited to him of doing what he has set about. This, of course, is one reason for the suggestion of multiple grade classes in the early grades. It is also a reason for proceeding with a reorganization of the work of the secondary school grades, which now puts a premium on cramming for examination purposes.

Of course, this principle of indi-

(Continued on page 44)

1. There is a growing concern about giving adequate consideration to individual differences in children.
2. There is a growing awareness that education is a continuous process.
3. More emphasis is being placed upon the function of habituating the child to make his own decisions.
4. Training for citizenship in a democracy is patently difficult when the educational organization is centralized and autocratic.

PROJECT WORK in Australia

An Experiment in a Sydney School

AN experiment in educational practice which, it is suggested, may become the pattern of child training in schools throughout Australia is being carried out in the State Government school at Bankstown, a suburb of Sydney. Bankstown Central School, a combined primary, technical, and home science training centre for more than 2,300 boys and girls, is the largest school of its kind in the southern hemisphere.

The head master, Mr. D. McLean, and his staff give only half of the five-hour teaching day to teaching "tool subjects"—English, history, geography, mathematics and elementary science. The rest of the time is reserved for projects which embody these tool subjects in an interesting way. The projects consist of a series of social study assignments for different age groups on subjects ranging from a "History of the Suburb", "Pacific Neighbours", or "The Story of Civil Aviation", to "How We Depend on Each Other", "The Debt of the Present to the Past", or "Your Home and Other Homes".

* * * *

The work rests on an eight-point pupil activity programme:

1. Regular discussions on different aspects of a project, to develop articulate speech, clarify ideas, and aid memory and reflection.
2. Study of the basic tool subjects related to the particular task.
3. Library research to widen interest and knowledge and develop personality.
4. Problems to solve, preferably of a scientific or economic character, to sharpen logic, and to help understanding of society's eternal battle with nature.
5. Creative activities, like paint-

ing, writing, acting, and music-making, which provide all-round emotional satisfactions contributing to mental and physical health.

6. Constructive activities, which give less imaginative children opportunities to succeed and build self-esteem.

7. Excursions involving visits to factories, hospitals, printing works, and other places of interest.

8. A culminating activity, such as an exhibition of work, a programme of plays and lectures, or the compilation of a large class book.

* * * *

The following outline of a typical six-week project, "Pacific Neighbours", explains how the method blends the eight important points into an integrated whole. In the first lesson the children open their atlases at the Pacific Ocean, while the teacher discusses the project. Earlier lessons on the navigators Marco Polo, Magellan and Cook are recalled, and the children later discuss visits to the seashore, coral, shells, and native people who wear shell adornment.

The second lesson underlines the value of group activity. Committees are formed to study the project from different points of view. Children can join either the voyages committee, to write accounts of voyages; the descriptions committee to write descriptions of different Pacific countries; the pictograph committee, to make graphs, maps and folders; the painting committee to paint a set of pictures connected with the project; the modelling committee, to make plaster and clay models of houses, boats, islands and animals; or the exhibition committee, to arrange an exhibition at the end of the project.

In the third lesson the children are introduced to the library and learn how to make the best use of

reference cards, indices, and encyclopedias.

In the fourth lesson a chapter on the Pacific is read and discussed, and the children find key facts about the Pacific, and make a blackboard summary by group effort.

The fifth lesson takes the shape of a visit to the museum, where many exhibits from the Pacific are inspected, and notes and sketches made. Another group visits the steelworks at Newcastle (Australia's coal and steel city 100 miles north of Sydney), at the same time studying the geology of the country between the two cities.

Lesson six is given over to free work. Committees go ahead with their accounts of voyages, graphs, paintings and models. One group constructs a large map and marks on it the great ports of the Pacific and the sea and air routes which connect them. Another writes a play about a Chinese family fleeing from famine. Yet another busies itself writing up descriptions of an experimental sheep farm recently established among primitive tribes in the highlands of New Guinea.

The next two lessons fall into the same pattern. At the end of the period, one class held an exhibition in which displays included maps, graphs, pictures, drawings, costumes, curios of the south-west Pacific (mostly borrowed from ex-Service fathers), items from Sydney's Chinese district, models of canoes, of a New Zealand glacier and of a Chinese farm.

A special show was also staged in the exhibition hall. A young compère described the project. Two boys and two girls gave lectures on Marco Polo, Magellan, Drake and Cook. A play about a Chinese family, "The Heroism of La Chang" was performed. A compère commented on population and food problems in Asia, as revealed in the play. A boy read a special paper he had prepared entitled, "A Day in Bali". Another described a visit to an exhibition of Chinese painting at Sydney Art Gallery. Another spoke about air-lines to Asia, using material sent by the school's air pilot patrons flying on overseas routes, and the programme ended with a boy conducting an imaginary conversation with a Chinese lad about the exchange of rubber, oil, and tin for wool.

This article is condensed from a story appearing in the Educational Supplement, London Times. We had expected to receive photographs from Australia, but unfortunately word has come that suitable illustrations are not available.



By **BRUCE ADAMS**

Director, Teaching Aids Centre,
Toronto

Photographs by

C. EMERSON FREESTONE
and MOIRA ARMOUR

Fig. 1: George Street School. One of Toronto's oldest school buildings has been renovated as the centre's headquarters.

Toronto's Schools are Served by A MODERN TEACHING AIDS CENTRE

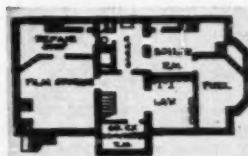
PARADOXICALLY enough, one of the oldest school buildings in the Toronto school system houses the department which contains some of the most modern of equipment. This is the Teaching Aids Centre, which was opened just over two years ago in the renovated George Street School.

While unfortunately there are no pictures available to show the con-

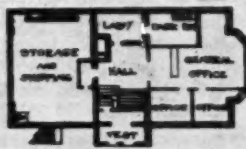
dition of the interior of the building before the Board's Maintenance Department took over the remodelling, a photograph of the exterior (Fig. 1), together with one's recollections of the appearance of a typical school built at the turn of the century will suffice to point up the contrast between the old and the new. The view of the interior of the Studio (Fig. II) demonstrates very effectively what can be done by the use of modern

floor coverings, wall boards, drapes, and lighting fixtures.

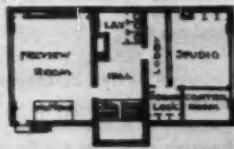
Originally, the building was planned for use as a small Public School. It consisted of two floors and a basement. Each of the floors contained two classrooms and a smaller room at the end of a short hall. In its present state, the available space has been reapportioned to provide the following facilities: a Preview Room, used for the screening of



BASEMENT PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN



Fig. II: The Centre boasts a very modern radio broadcasting studio.



Fig. III: Showing some of the efficient control equipment of the broadcasting studio.

films, for meetings of committees and groups of teachers or members of outside organizations such as Home and School, and for classes of instruction in such topics as the operation of sound projectors; a Studio, used for the production of recordings on both disc and tape of material produced by groups of pupils, by teachers, or from other sources, and for the production of photographic teaching aids such as motion pictures and lantern slides in full colour; a Shipping Room, from which are sent out the many types of teaching aids used in Toronto schools; a Main Office, which houses the administrative section of the

Centre; a Photographic Laboratory and Darkroom, in which are produced such aids as filmstrips, photographic enlargements, and photo stencils; a Basement Storage room; a Printing Department, in which titles are set up and printed for motion pictures and filmstrips.

The Centre is carrying on an extensive programme of work which can be classified roughly under three main headings: Distribution, Production, and Training. Under Distribution comes all the routine necessary in sending out and keeping in good condition the large variety of teaching aids listed in Table I. An examination of this list will show that the Centre does not specialize in the use of any one kind of teaching aid, but endeavours rather to make available the particular type that will be of most value in a given classroom situation. Under Production comes the planning and actual making of certain types of aids that are not available commercially. In this area work has been done in the production of such teaching aids as filmstrips, lantern slides, motion pictures, teaching guides to accompany films, and so on. Under Training comes the important work of showing teachers not only how to operate the mechanical equipment itself, but how to utilize the aids most effectively in their own classes.

The manner in which the Centre fits into the organization of the Toronto School system is shown in Table II, which also gives an idea of the scope of the activities that are

carried on. It will be noted that suggestions regarding the work come from a number of sources including several groups of teachers. The Committee which has done the most towards guiding the destinies of the Centre is the Advisory Teaching Aids Committee, which numbers among its members representatives of the Inspectoral Board, the Supervisors, the Principals and teachers of both public and secondary schools.

So much for the organization in general. The remaining illustrations will give a reasonably complete view of specific projects that are currently under way, and it is proposed to deal with each in turn.

Figure II also shows a typical group assembled in the studio for the purpose of recording a play which is designed for later use in the classroom. A number of such projects have been recorded since the Centre opened, and the casts involved ranged from the secondary school level down to the very junior grades of the public school. In some instances, a complete Junior Red Cross programme was recorded; in others, individual pupils have recorded their own work. Other types of recordings include vocal and instrumental music, commentary to accompany filmstrips or sets of slides, and the like.

The Control Room, which is adjacent to the Studio, is shown in Figure III. The equipment is of broadcast quality, and includes a small control panel together with the necessary switching and patching accessories,

ORGANIZATION CHART

Director of Education
Superintendent of Secondary Schools
Superintendent of Public Schools
Inspectoral Board

• • •

Director, Teaching Aids Centre
Assistant Director, T.A.C.
Advisory Teaching Aids Committee
Sub-committee on Radio, Social Studies,
Reading, etc.

• • •

Toronto Teachers' Camera Club
Soundcraft Club

• • •

ADMINISTRATIVE DEPARTMENTS

Distribution and Cataloguing, etc.
Production of Photographic Aids
Production of Auditory Aids
Training of Teachers
Writing and Editing of Guides, Hand-
books, etc.



Fig. IV: The film examination and repair department is always busy.



Fig. V: The photographic department is equipped to process both films and slides.

a communication-type receiver, two transcription turntables, a tape recorder, and two disc recorders (not shown). With this set-up it is possible to make good recordings of material that is produced in the studio, that comes in off the air, or that is sent in from schools on tapes that they have made themselves. Records cut at 78 rpm can be duplicated at 33 1/3 rpm, and vice versa. Material recorded on tape can be transferred to discs, or from discs the transfer can be made to tape. Master discs can be cut, from which pressings in any desired quantity can be made.

By the simple expedient of drawing the drapes along any three walls of the Studio, the room is transformed into a photographic studio. The production of motion pictures in colour requires a considerable amount of light, and the Board's Electrical Department has provided wiring that is sufficiently heavy to permit the use of large spots and floodlights. Fortunately, much of the work that is done in this field can be produced on a relatively small set, so that one corner of the studio serves admirably. A number of silent films designed for instructional purposes have been produced, and one sound film in colour was completed last year in co-operation with the experimental Art Unit located at the Essex Street Public School. It is hoped that more of this work will be possible as the staff at the Centre increases.

Mention has been made of the in-

structional work done by the Centre. Some of this is of an extra-curricular nature, as exemplified by the group shown in Figure VI. This illustration depicts a typical meeting of the Soundcraft Group, such as is held

at the Centre two evenings of each month. The group is interested in the applications of sound reproducing equipment to classroom work, and at their meetings they listen to comparative demonstrations of various

TYPES OF AIDS CIRCULATED TO SCHOOLS

The following table will give some idea of the variety of teaching aids available for use by Toronto teachers. In order to show the growth that has taken place since the last report was made in May, 1949, the table lists the number of units that were available at that time in one column, and the number presently available in the second column.

Type of Aid	1949 Total	1950 Total
Sound films	69 (prints)	251
Silent films	149 (prints)	149
Lantern slides (standard)	45,000 (slides)	45,000
Lantern slides (2" x 2")	80 (slides)	340
Filmstrips	500 (rolls)	650
Charts	200 (copies)	420
Art portfolios	120 (copies)	120
Records and transcriptions	175 (discs)	365
Tape recordings	70 (reels)	135
Viewmaster reels (reels)	169
Sound projectors	11	14
Silent projectors	8	8
Lantern slide projectors (3 1/4 x 3 1/4)	1	1
Opaque projectors	1	2
Filmstrip projectors	16	16
Tri-purpose projectors	9	11
Viewmaster projectors	1	1
Portable screens	4	4
Disc recorders	2	2
Tape recorders	5	6
Microphones	2	5
Pianeter's	6	6
Staplers (large)	4	4
Magnatype typewriters	6	9
FM tuner and antenna	1	1
35 mm. camera and flashgun	1	2
Motion picture camera (16 mm.)	1	2
Motion picture camera (8 mm.)	2
Motion picture projector (8 mm.)	1
Tripod	1	1
Exposure meter	1	1
Record players (78 rpm.)	2



Fig. VI: A meeting of the Soundcraft group in regular session.



Fig. VII: Illustrating the use of sound equipment in the classroom.

types of record-playing equipment, as well as carrying on a practical type of work which results in the construction of amplifiers, mixers, radio tuners, and the like for use in the Toronto schools.

A similar group that is growing at a satisfactory rate is the Toronto Teachers' Camera Club. The meetings conducted under its auspices are planned to foster an interest in photography and its application in the classroom. Already some of the members have produced coloured lantern slides of sufficiently high quality to warrant their inclusion in the library of aids distributed from the Centre, and it is hoped that in the future more of the materials that are used in the classrooms of Toronto schools will have been produced by teachers.

The successful operation of a Centre of this kind requires careful attention to a host of details of routine nature. With more than one hundred schools in the system, even such an assignment as answering telephone calls takes up a great deal of time. In addition, the staff is required to type orders for supplies and materials, report forms on teaching aids that are going out to schools, teaching guides, catalogues and lists of aids in the library, and to carry on a considerable amount of correspondence.

Careful attention is paid to each requisition that comes in from a school. A record is kept of each item that has been filled, and even more important, of each item that has not

been available. This is done in the case of motion picture films, using a modern type of visible record system. The information that has been collected over the past two years serves a most important purpose in guiding the purchase of aids. It may be of interest to note that of the nearly seven hundred titles listed in the catalogue and supplements of the Audio-Visual Branch of the Ontario Department of Education, the keeping of these records has shown that only about two hundred need be seriously considered for inclusion in the library of the Teaching Aids Centre. Each year additional prints of the most popular films are added from the appropriation provided by the Board, and it is hoped that in the not too-distant future it will be possible to supply Toronto teachers with the films they want at the time they want them.

As a film library is built up, the problem of maintenance becomes more and more acute. While the teachers are extremely careful, minor damages inevitably occur from time to time. Consequently, constant revision is necessary to prevent a minor bit of damage from developing into something major. Films must be inspected continually, and while the work is tedious in the extreme, its importance cannot be over-emphasized. Figure IV shows films that have been returned by a school in the course of being examined before they are put back on the shelves.

Mention has previously been made of the work that is done at the

Centre in the field of filmstrip production. The filmstrip seems to be growing in popularity, and a large number of excellent strips are available from commercial sources. Where such is the case, there is no point in turning out a similar set of illustrations. However, the field is so vast that large areas remain unexplored, and it is in such areas that the Centre carries on its work. Figure V shows the equipment in use during the production of a series of strips designed as aids in the teaching of Primary Reading. The negatives are made at the Centre, but the actual printing of the hundred or so prints of each title that are required is done commercially.

Accordingly, Figure VII illustrates the use of sound equipment in a classroom at Williamson Road Public School. The pupils are presenting a short radio play, complete with sound effects, recorded music, and all the trimmings. Incidentally, it might be pointed out that the mixing panel in the right foreground was constructed by a member of the Soundcraft Group with just such an application in mind.

This, then, is the story of the Teaching Aids Centre as established by the Toronto Board of Education. It is hoped that other Boards of Education may find something of interest in the preceding paragraphs that will lead them to consider the advisability of setting up a department which will provide a similar service to the teachers under their jurisdiction.

NEW CANADIAN SCHOOLS

Elementary School



Secondary School



Detail of interior, Ridgeview Elementary School, West Vancouver, B.C.

RIDGEVIEW ELEMENTARY SCHOOL

West Vancouver, British Columbia

WEST VANCOUVER is situated on the gentle slope of Hollyburn Mountain and no area in the municipality is sufficiently level to provide a normal school site. Each building of any type becomes an individual design problem. The site of the Ridgeview School was typical.

The problem as presented to us was as follows:

"To provide a school of six classrooms that can be expanded in the future to thirteen classrooms and to include from the start, the administration areas, activity room and medical unit."

It was found after study on the site, that about two-thirds of the property had possibilities for the playfield and that one-third was generally a slope of 30°. After further study we recommended that the 30° slope be used for the building so as to retain the maximum area for playground.

After studying the plan, it will be seen how well the problem was solved. In taking the original approach other advantages of this plan came to light.

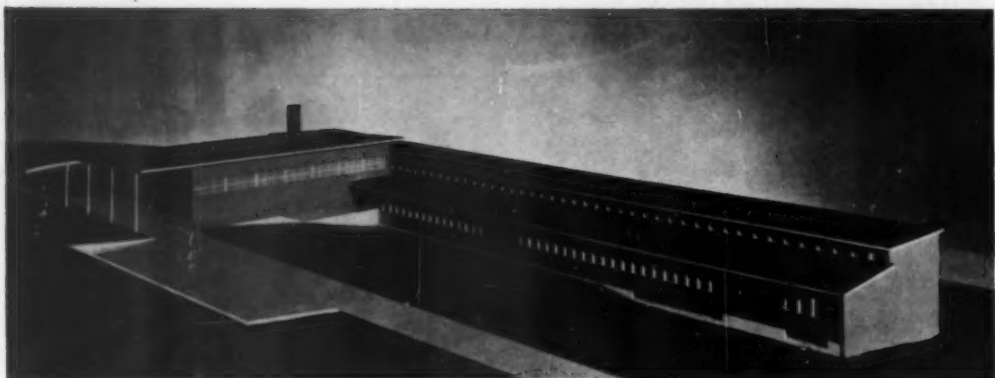
In this climate where for five months of the fall and winter period there is exceptionally heavy rainfall, it resulted in giving the classrooms maximum light to the southwest and a covered play area under the classrooms equal to the area of the classrooms themselves. This resulted in very little extra cost.

The use of the ramp in place of stairs allowed safe and easy access for the students in the play area and would also be valuable in case of fire.

The position of the Activity Room leaves it separate for night use and the position of this room has proved itself, as it is regularly used by the parents for badminton, meetings and other activities.

The heating is hot water, with a separate fresh air ventilating system.

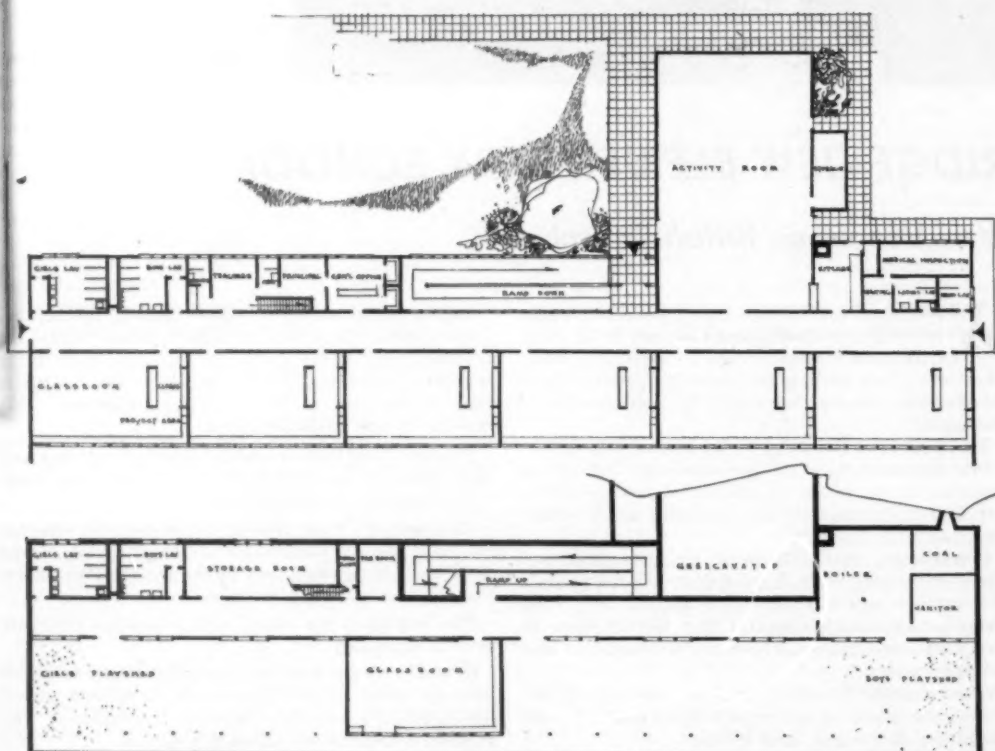
Generally the floors are linoleum and the walls varnished plywood. Colour is used to advantage throughout, giving the building a decidedly domestic atmosphere. The exterior is rough cedar siding left natural.



RIDGEVIEW ELEMENTARY SCHOOL

West Vancouver, British Columbia

SHARP AND THOMPSON, BERWICK, PRATT, ARCHITECTS, VANCOUVER, B.C.



**Ridgeview Elementary
School,
West Vancouver, B.C.**

The lower level of the school showing
the covered all-weather play space.



Lighting both daylight and artificial
is carried out in scientific manner in
the modern classrooms.



The Activity Room is regularly used by
pupils in daytime and citizens at night.



BOILER CARE AND INSPECTION

By GEORGE IZATT, Building Superintendent, Board of Education, Hamilton, Ontario

BOILER inspection is a trade in itself, and it is expected that the insurance inspector knows his job and does it well. This, however, does not mean that the responsible official should not personally make a periodic check of his system.

The inspector is primarily looking for boiler faults, either in plate, shell, tubes, brickwork, connections such as safety valves, water glass and pressure gauges. He is protecting both the insured and his company.

Local personal inspection should be more general, and should include all items known to require checking.

The engineer should open up the boiler front to permit looking at the tubes. This will reveal the cleanliness or otherwise. Last cleaning and the frequency of cleaning should be ascertained.

At no time should there be more than one-eighth to three-sixteenth of an inch of soot on the tubes or shell surface. It should be remembered that soot is an insulator and one-eighth of an inch will depreciate the heat efficiency by ten per cent. Tubes should be cleaned once each week in boilers up to 70 HP. Larger units should be done more often—two or three times per week as needed. Breeching should be checked for cleanliness from the boiler to the smokestack. The easiest way is the hand test at an uncovered part. Soot deposit will make the area up to the depth of the deposit much cooler than the rest of the breeching. At no time should there be more than two to three inches of soot in this breeching.

I have checked a twenty-inch diameter smoke breeching and found the sides cool to approximately one-half the diameter. This pipe was found to be just over one-half full of soot, which was cutting off boiler draft and reducing the operating efficiency of the unit. Breechings should have accessible clean-out doors installed to facilitate the removal of this deposit. It has been found that men will clean out those places if of easy access, but simply pass up those hard to get at. The cost of installing clean-out doors will soon be paid for in the heat saved.

The engineer should be required to blowdown the water column and water glass in the course of the inspection. These are places of scale accumulation and a false water level is disastrous. Occasional checking will tend to cause him to regularly inspect this condition.

A look into the ashpit under the boiler should be taken on every possible occasion, as the accumulation of ashes can burn grates, reduce the quantity of air and consequently cost money.

The engineer should lift the lever of the safety valve to give assurance that it is operating satisfactorily. As regular routine, he should also check the safety valve once each week.

Internal Inspection

The internal inspection of boiler structure is a trained engineer's job. There are, however, points with which the business official should be familiar. A routine trip through the school plant, in July probably, should answer all the needs.

The average unit by that time should be cleaned, which should include the removal of soot, dirt and ashes from all tubes, boiler surfaces, combustion chamber, breeching, base of chimney and ashpit. The internal area should have been washed out and all scale deposit removed through bottom openings provided in the boiler.

Following completion of the insurance inspection and after all repairs have been made to put the boiler ready for fall operation, the boiler should be set up for the summer period. There are different schools of thought on this procedure. I merely suggest my own ideas:

Leave the steam and water area of the boiler open and empty. The insertion of a pan of lime or calcium chloride to absorb moisture is an asset but not always a necessity. This, of course, refers to the water section of the boiler.

I am thoroughly convinced that greater damage, particularly to tubes, is caused from the fire side of the heating boilers than from any internal corrosion. Unlike industry, school plants stand idle all summer. Banked fires for week-ends and nights in the spring and fall seasons do not pass off enough heat to vaporize sulphur products of combustion, resulting in the formation of sulphur on tube and boiler surfaces. Even with a good summer cleaning, it is almost impossible to entirely remove this sulphur. The moist air of summer days provides moisture content which produces an acid reaction that is damaging to boiler surfaces.

Following the cleaning of the fire area, trays of lime or calcium chloride should be inserted on grates and in the ashpit, and changed as required. All damper and door openings of the fire area should be kept tightly closed. This will reduce the air change in the boiler and reduce the moisture which would provide a sulphur chemical reaction.

The corrosion of the fire side of boilers is my reason for leaving the steam boiler empty during the summer period. If the boiler is filled with water, the temperature of the boiler remains too constant, and warm humid air will cause sweating of the shell and tubes, a condition which should be prevented.

Hot Water Boilers

The foregoing has dealt with steam boilers. In hot water heating units, the set-up for the summer shut-down period varies. Water should be left in the boiler and system. Removal of water permits drying out of packing and refilling provides scale-forming water which is detrimental to operation.

Similar to the steam boiler, all soot and ashes should be removed from ashpit, breeching, stack and chimney base, and it is most essential that pans of lime or calcium chloride be used on the grates or in the ashpit to hold down moisture content in a boiler that is filled with water. The closing of all dampers and fire doors to reduce air flow through the boiler is also essential.

These facts are general. Books have been written on this subject, but experience has proven to me that the procedure outlined will give satisfaction in heating plants.



Photographs by Warner Bros.

ST. JOSEPH'S GIRLS HIGH SCHOOL

Islington, Ontario, Suburban Toronto

PAGE AND STEELE, ARCHITECTS, TORONTO, ONTARIO

THE beautiful modern High School for Girls of the Sisters of St. Joseph, described and illustrated herewith, is situated on a 25 acre lot at Islington in suburban Toronto. According to future plans, a church will be built on this generous lot, and probably a boys' high school to serve the Catholic community of this rapidly growing area, to the west and north of the City of Toronto.

From the photograph of the school shown above, it will be seen that the building is a fine example of modern classical architecture. With its beautifully landscaped and well kept grounds, St. Joseph's High School presents a challenge to many other schools to take equal pride in the appearance of their schools and grounds.

St. Joseph's High School is a two-storey building without basement, the heating plant being incorporated in the ground floor plan. It is divided into two sections—the main school department and a staff residence for the Sisters of St. Joseph—Mother Superior, School Principal and 35 Sisters.

The ground floor of the residence is taken up with service rooms—Mother Superior's office, reception and visitors' rooms, refectory, breakfast room and kitchen, common room, study and sewing room, and special music practice rooms—music being one of the special interests of the school. The second floor is reserved for the Sisters

(teachers) bedrooms, simply and tastefully furnished.

Between the residence and the main school building is a beautifully designed and furnished chapel which one has only to see to realize that it is the pride of the school.

The main entrance to the academic block is in the centre of the plant layout between the chapel and the school gymnasium. The foyer is generous in size and on the long wall are three beautiful paintings by Wibald Pryess—St. Joseph, patron saint of the school in the centre, with a picture of a girl praying (devotional) on one side and a picture of a girl studying (academic) on the other side. It is a pleasure to find a school playing the part of patron of the arts. Indeed, the whole school reflects careful consideration of artistic values.

The school offices—principal's office, general office, waiting room, medical and dental office are en suite, next to the school foyer (see first floor plan). On this floor are also located the gymnasium-auditorium with stage and accompanying locker and shower rooms, school cafeteria and kitchen, home economics department, sewing room and arts room, bookkeeping and typing room of the commercial department, three standard classrooms 24' x 32' and the school library, complete with conference and work room. The library is a very beautiful room, designed, furnished and decorated for its special purpose. A feature is a frieze depicting famous authors, etc.

RESIDENCE

Service facilities of the staff residence, include:

Chapel
Mother Superior's Office
Refectory
Breakfast Room
Kitchens and Supply Rooms
Sewing Room
Common Room and Study
Music Practice Rooms

Second floor of the residential block provides room accommodation for the staff of thirty-five of the Sisters of St. Joseph.

SCHOOL FACILITIES

Foyer
Principal's Office

General Office
Waiting Room
Medical and Dental Room
Gymnasium-Auditorium
Cafeteria and Kitchens
Library
Home Economics Room
Sewing Room
Arts Room
Bookkeeping and Typing Room
Science Rooms
Fourteen Classrooms
Staff Rooms and Washrooms

Heating plant and supply rooms are incorporated in the ground floor plan. It is planned to add an auditorium at the northeast corner of the main school building.

Special pains have been taken to make the home economics department everything it should be in standards of service equipment and furniture of the modern home.

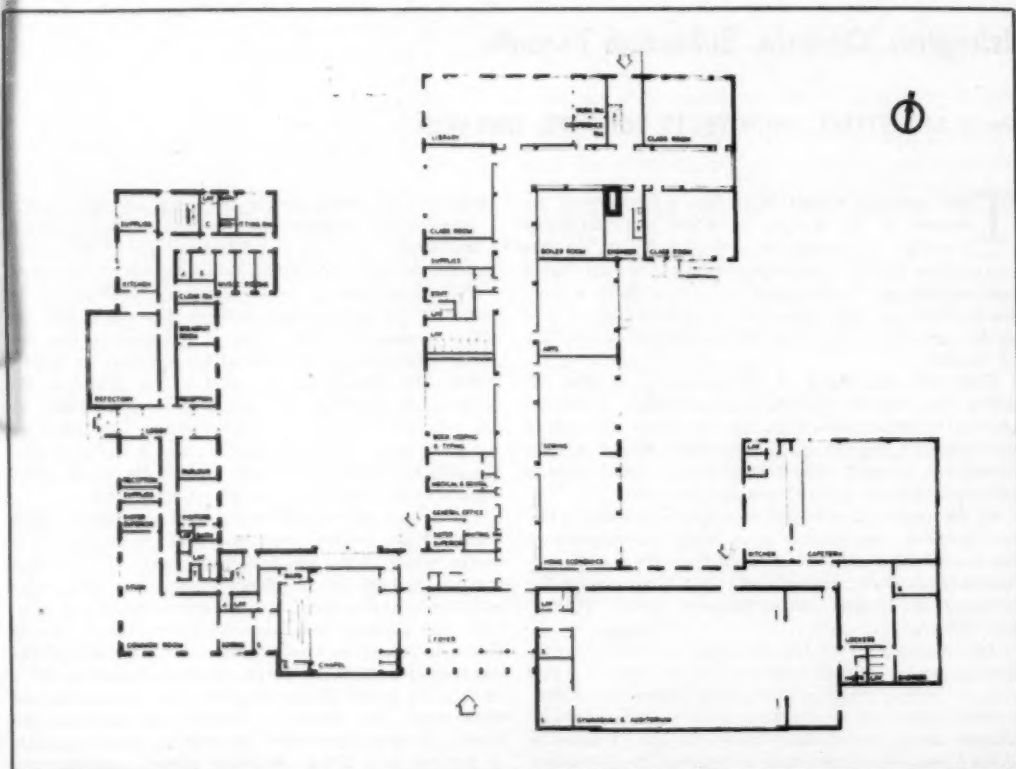
The halls of the first floor are lined with lockers painted blue with blue cement enamel walls. All ceilings are acoustically treated. The floors are asphalt tile in colours. Artificial lighting is fluorescent throughout the school.

The second floor is given over to standard classrooms, and the science rooms of the school. There are fourteen standard classrooms in all, three on the first floor and eleven on the second. The lockers and walls of this floor are in tones of green, and all classrooms are decorated

in colours to suit their exposure, the whole idea being to make the school a pleasant place for teen-age girls to study and work.

Eventually it is planned to add an auditorium with full stage to complete the service facilities of the school. This addition will be made in the northeast corner of the academic block.

St. Joseph's High School is planned to accommodate 500 to 600 girls and offers the full secondary school curriculum—matriculation, home economics and commercial courses with very special attention being given to music and the arts.



St. Joseph's High School for Girls

The Home Economics room is very modern both in design and equipment.



The School Library is a beautiful room and has a very useful conference and workroom ensuite.



There are fourteen standard classrooms in the new St. Joseph's High School.





ST. STEPHENS ELEMENTARY SCHOOL

Halifax, Nova Scotia

DOWNIE, BAKER & AHERN, ARCHITECTS AND ENGINEERS, HALIFAX, N.S.

WITH the coming of war in 1939, Halifax mushroomed almost overnight from a City of 70,000 people into one whose permanent and transient population has been estimated at a peak of over 120,000.

Now, six years after the cessation of hostilities, the permanent population is in the vicinity of 95,000 people.

This tremendous influx raised serious problems as the services of the City were adequate only for 70,000 people. The problem of housing was partially overcome by Federal Government construction projects.

Fortunately most of the children of the newly arrived families were of pre-school age, and it was not until after the war that the school situation became critical.

The local school authorities were fully aware of the problem they were shortly to face, and working in close co-operation with Civic and Provincial Authorities, laid

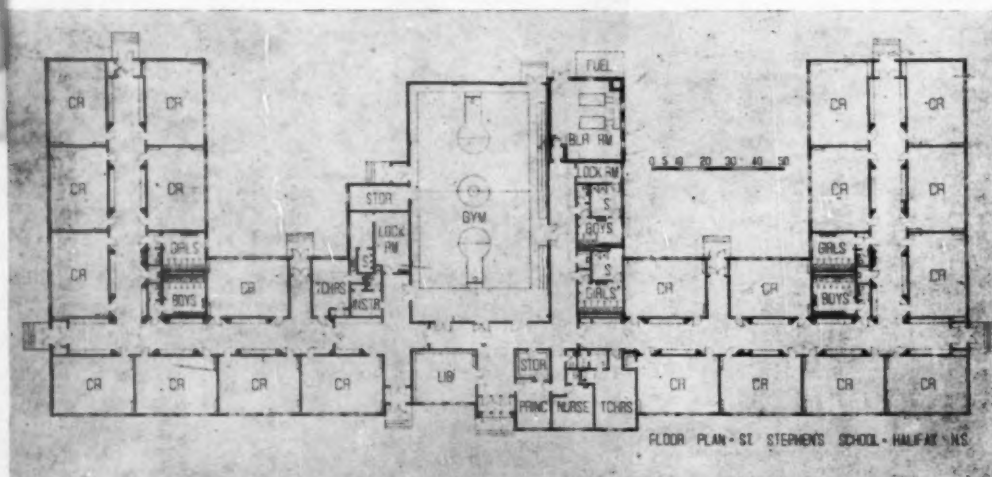
down a programme of school construction not only to provide accommodation for the recent arrivals, but also to replace some of the older and more obsolete school buildings with larger units in locations better suited to the changes in residential areas.

Despite the most optimistic allowances for population growth made in the survey by the education authorities, in most instances these were shown later to have been too conservative, and actual growth has far exceeded all expectations, and it has been necessary to revise the original survey figures upwards as well as speed up the construction programme.

Since 1946, Halifax has constructed new school accommodation as follows:

1946—Mulgrave Park — 2 (additional rooms)

1946—Richmond — 8 “ “



1947—St. Stephens	—11 classrooms—new building
1948—St. Stephens	—10 “ “
1949—Gorsebrook	—12 “ “
1949—Cornwallis	—14 “ “
1949—St. Agnes	—25 “ “
1949—Westmount	—21 “ “

103 Classrooms

Now under construction and in course of preparation for construction in 1951 are the following:

Morris Street (replacement)—	6 under construction
Alexandra “	—15 “ “
LeMarchant “	—8 “ “
New High School	—30 start construction 1951
New Elementary School	—12 “ “ “

71 Classrooms

In addition, during the war, the Government constructed three school buildings, comprising a total of 20 classrooms, as part of its housing programme.

Not being able, at that time, to construct new buildings, the City, by utilizing spare space in existing buildings provided approximately 30 additional classrooms.

In a period of about seven years, a total of approximately 154 new classrooms were provided and 71 more are to be in service within the next 18 months.

Prior to 1945, there were no gymnasiums in the schools. The first regulation school gymnasium was built in the St. Stephens school and since then four more have been built and all new buildings are to be so equipped in future.

At the Queen Elizabeth High School, there is just being completed a large gymnasium and an auditorium to seat 1200 which will also serve as a Civic Auditorium for the presentation of Ballet, Symphony, Opera, and Community Concerts.

Faced with such a tremendous expansion in school facilities, the City had to consider carefully the type of building to be erected. Erection of a school of conventional construction showed that the cost per classroom would be about \$30,000.00. At this rate, the Board would be unable to provide the facilities required, and the Buildings Engineer requested and was granted authority

to proceed with an experimental school of new design.

The solution appeared to be in the construction of one-storey buildings without basement utilizing wood and other relatively inexpensive materials to the greatest possible use and offsetting fire hazard by the use of fire resistant and slow burning materials for exposed surface finish, and by installing automatic sprinkler systems.

Four one-storey buildings, St. Stephens, Gorsebrook, St. Agnes, and Westmount have been completed to date, and are proving very satisfactory and are the models on which are based the designs of many other schools throughout the Maritime Provinces.

Basically these buildings are similar, as follows—

Foundation walls of reinforced concrete with floor slab of reinforced concrete laid over rock fill, and insulated near exterior foundation walls. Exterior walls, partitions and roof structure are primarily of wood although exterior finish may vary from asbestos shingles to brick veneer. Gymnasium sections are of steel column, truss and solid masonry construction due to their size. Classroom ceilings are all covered with Acousti-Celotex sound absorbing tile. Wall finish is either plaster, Gyproc wall-board, Masonite or Plywood in various combinations. Chalkboards are of Nucite Glass of light green colour. Doors and interior trim and finish are of hardwood in a variety of finishes with the bleached finish most popular. All lighting in classrooms is shielded fluorescent. All wiring throughout is enclosed in metal conduit.

The heating plant, which is housed in a completely fireproof unit consists of Bunker C Oil fired steel tubular boilers. Water from boilers is forced to the various zones by high head circulating pumps. Temperatures throughout the building are controlled through Proportioning Thermostats and mixing valves.

To keep annual heating costs low the entire structure has been fully insulated.

One attractive feature of this building is the natural lighting of the corridors. Flush panels of obscure glass are located in the corridor ceiling which are lighted from skylights and eliminate the need of artificial light to a large degree.

Pupils' coats are stored in open recesses along the

(Continued on page 44)

St. Stephen's Elementary School, Halifax—illustrating one of the standard classrooms and the school gymnasium.



PROPER PROCEDURE IS IMPORTANT AT

These Rules and Procedure have been compiled and recommended by

1. **Purpose**—The purpose of every meeting is to ascertain the opinion of any body, as a group, upon some matter. To understand the question and make an intelligent decision, discussion is necessary. Some order must exist; some control must be established and some rules laid down.

Parliament supplies us with a set of rules developed through long experience. They are based on principles that have come to us from the Roman Senate and have gone through a process of slow evolution in the United Kingdom's "Mother of Parliament". Parliamentary procedure is now reduced to a system adapted to our own political conditions.

The purpose of these rules is to save time, coordinate the proceedings and keep discussion relevant. With adaptations, they also can be used to control all public meetings.

2. **Motions**—One of the cardinal principles of parliamentary procedure is that *without motion and question* there is no debate. There must be a defined subject before the meeting, otherwise there can be no questions or discussion and all remarks are irrelevant. Before any question may be discussed at a meeting, it must be submitted in the form of a motion, which is moved by one member and seconded by another. (If possible, it should be submitted in writing, to assure accuracy.) The motion is then read by the Chairman. It is then debatable and may be accepted, amended, withdrawn or rejected. When a motion has been adopted it becomes a resolution.
3. **Amendments**—Amendments to a motion may be proposed at any time during the discussion. No amendment may be entertained which has the effect of nullifying the main motion. Any amendment must be relevant to the subject matter of the motion and may amend it in only one of three ways:
 - a—By leaving out certain words.
 - b—By adding certain words: or
 - c—By deleting certain words and replacing them by others.
4. **Number of Amendments**—In order that discussion may be confined within reasonable bounds, not more than two amendments may be before the meeting at one time. However, as soon as one amendment has been accepted or rejected, another may be proposed, provided, of course, that it is different in purport from one already defeated.
5. **Notice of Motion**—Advance notice of certain motions is sometimes required by a constitution or by-laws. In such cases, members must be advised in writing, a prescribed number of days in advance, of such motions which are to be introduced. Generally, this applies in cases of important measures, such as

revision of a constitution or expenditure of large sums of money. Care should be taken to see that the notice is so phrased that, insofar as possible, the motion may be amended and given final form by the meeting.

6. **Voting**—Voting on motions and amendments is in the reverse of the order in which they are made:
 - a—On amendment to the amendment, or the second amendment;
 - b—On the amendment;
 - c—On the motion or the motion as amended,
7. **The Ballot**—The ballot is a secret vote designed to save members from embarrassment. Generally, by-laws provide that it must be used for elections. Usually, provision is also made that when any four or five members request a ballot instead of an open vote it shall be granted by the chairman.
8. **Deciding Voting**—Normally, the Chairman does not vote, except in the case of a tie. He generally explains his reason for voting as he does and customarily votes against a motion on the assumption that, if half the members are opposed, the matter should not be forced on them. Where voting is done by secret ballot and the Chairman already has voted, he is generally conceded the right to an additional vote to break a tie.
9. **Withdrawal of Motions**—Withdrawal of motions in Parliament is permitted only by unanimous consent of the House but general procedure permits withdrawal on consent of the mover and seconder. Amendments must first be withdrawn in reverse order, with full consent of their sponsors. If any one of these should refuse his consent, then the motion must stand.
10. **Rejected Motion**—A rejected motion should not come up again during the same season unless at least two-thirds of the members present approve of a motion "That the question be reconsidered". This motion is not debatable and calls for an immediate vote.
11. **The Point of Order**—The point of order and the question of privilege are the only legitimate means of interrupting another member while he is speaking. (Except that, with the consent of the speaker, questions may be asked.) If a member feels that improper language has been used, irrelevant argument introduced, or a rule of procedure broken, he is entitled to "rise to a point of order", interrupting the speaker. The point of order must be stated definitely and concisely. The chairman shall decide without debate, though he may ask opinions. He should not argue and should state his opinion authoritatively. His

SCHOOL BOARD AND PUBLIC MEETINGS

The Field Service Department of the Canadian Chamber of Commerce

ruling may be appealed by the member. If so, the chairman states his decision and the point of appeal, then puts the question *which is not debatable*: "shall the decision of the Chair stand as the judgment of this meeting?" A simple majority determines the issue. This merely settles a point of procedure and is NOT a vote of confidence in the Chairman.

12. **Question of Privilege**—If a member feels that his own or the organization's reputation or position is endangered, he is entitled to raise a "question of privilege". Procedure is the same as for a point of order.
13. **To table**—To table a motion or "To lay on the Table" is an American rule used extensively in Canada. *This motion is not debatable* and requires only a simple majority. If the motion is to table only until a particular time, it is debatable as to time only. If carried, the motion in question comes up automatically at the appointed time or, if indefinite as to time, it remains tabled until such time as another motion (not debatable) "that the former one be now reconsidered" is passed. A simple majority only is required in this case.
14. **The Previous Question**—The previous question is the parliamentary term for the demand for an immediate vote. Custom differs widely and there is much confusion. General usage is as follows:—the motion "that the question be now put" is moved and seconded in the ordinary way. It is *not debatable* and requires a *two-thirds affirmative* vote. If it is passed there can be no further discussion on the main motion, except that its mover is generally accorded an opportunity to close the debate before the final vote is taken. If rejected, the debate con-

tinues. If an amendment is under discussion, it must be disposed of before the previous question may be moved.

15. **Adjournment**—A motion to adjourn may be moved at any time. It is *not debatable* except if it is sought to adjourn to a time other than the regular meeting time, when discussion is permitted *on that point only*. The motion requires a simple majority and, if passed, the meeting ends; if rejected, the business continues.
16. **Irrelevant Remarks**—Irrelevant remarks should be stopped immediately by the Chairman. A person who has already spoken on the question should not be allowed to speak again until all those desiring to speak have been heard. (This at the Chairman's discretion.) Only one speaker may have the floor at a time. No one may speak until he has been given the floor by the Chairman. Every speaker must address his remarks to the Chair and not to the meeting.
17. **General Comment**—The foregoing items are a brief and rather sketchy outline of generally accepted rules of procedure. Our Canadian procedure is a mixture of British and American which we have adapted to suit our needs.
Many regions have customs of long standing and many organizations have rules of one kind or another laid down in their constitutions and by-laws, so that it is impossible to say definitely that this rule or that must apply. It is wise always to be governed by local usage where such adequately meets the needs of the organization.
18. **Reference**—Authority on Canadian Procedure:—"Rules of Order", by Sir John Bourinot.

THIS TABLE GIVES THE ORDER OF MOTIONS FOR READY REFERENCE BY CHAIRMEN

1—To fix the time of the next meeting	Majority	Debatable as to time only
2—To fix the time to adjourn	Majority	Debatable as to time only
3—To adjourn	Majority	Debatable as to time only
4—To take a recess	Majority	Not debatable
5—To raise a question of privilege	No vote	Not debatable (no seconder required)
6—To rise to a point of order	No vote	Not debatable (no seconder required)
7—To call for the orders of the day	No vote	Not debatable (no seconder required) (When a question is set for a definite time) Rare outside Parliament
8—To lay on the table (or remove from the table)	Majority	Not debatable
9—The previous question	Two-thirds	Not debatable
10—To limit or extend the limits of debate	Majority	Not debatable
11—To postpone to a definite time	Majority	Debatable as to time only
12—To commit or refer	Majority	Debatable
13—To amend	Majority	Debatable
14—To postpone indefinitely	Majority	Debatable (rare outside Parliament)
15—The main motion	Majority	Debatable (no other main motion may be presented until the one being considered is disposed of—approved, rejected or withdrawn)

ST. STEPHENS ELEMENTARY SCHOOL, Halifax, N.S. (Continued from page 41)

corridors outside the rooms and have proved so satisfactory that this type of clothing storage has been adopted in the other schools built since this one.

The building is equipped with a Public Address System connecting all departments to the Administration Office. Remote control microphone outlets in the Gym walls for Speakers to use this system for public functions.

The first unit of the St. Stephens School consisting of Gymnasium, Library, Administration Offices, 11 classrooms, Shower Rooms, etc., was built in 1947-48 at a cost of \$170,000.00. On the floor plan, this is the section shown on the right of the Gymnasium.

The second unit, built a year later, consisted of that section to the left of the Gymnasium, and comprised 10 classrooms, additional shower rooms, teachers' room, etc.; its cost was \$117,000.00.

Thus this complete building consisting of 21 class-

rooms, a gymnasium, and complete physical education department, offices, rest rooms, etc., was erected at a cost of under \$300,000.00. On a cubage basis, its cost is approximately 42 cents a cubic foot.

This building has served as a guinea pig for school building design and construction as well as to provide excellent classroom accommodation at a reasonable cost. From a careful study of its construction, and subsequent operation as a school, improvements in classroom layout, structural design and construction have been made. As each new school has been designed and built, it contains improvements over its predecessors, all tending to eliminate features found to be not fully satisfactory and worthy of change. This type of school building has accomplished the main purpose for which it was built, that of providing first-class teaching facilities at a cost of approximately \$350.00 per pupil station.

BACK-STAGE IN EDUCATION in Ontario

(Continued from page 27)

vidual effort and practice in making proper choices is even more important in the field of conduct than in the field of knowledge and skill. Here it may be implemented only by the close and sympathetic understanding by the teacher of the individual pupil. This is a good reason for asking a successful teacher to assume charge of a pupil for more than one year, and for suggesting that, in the earlier forms of the secondary school, one teacher should have charge of a class for several subjects, that is, for a considerable proportion of the school day.

Time does not permit further elaboration of these lines of thought. One final point, however, I should

like to make. It is this—that training for citizenship in a democracy is patently difficult in an autocratic organization.

* * * *

Let me say this to you. The Department of Education is extending very great freedom to the localities and to individual schools in devising curriculum improvements. We think that plan will work—but only if the schools and the localities utilize all their resources to meet the challenge extending to them—and among the local resources are the experience, the knowledge and the enthusiasm of classroom teachers, home and school members and school trustees, as well

as the special expert opinions of principals, inspectors and supervisors. What the schools will teach will prove to be substantial and enduring only if those who teach and those who administer can learn to look past content to objectives—to see through subject-matter to the desired product of the schools—and that product is in every case an adult person, capable of finding his best destiny in the welfare of his fellows. Nothing less will suffice. From back-stage, I would say that teachers and trustees are tackling their new responsibilities with earnestness and zest—and that the results of their efforts are already building strength into our young people.

School Architects Honoured

National Architectural Awards of the Massey Foundation were recently made through the Royal Architectural Institute of Canada. The firm of John B. Parkin Associates, Architects, was awarded four silver medals for excellence in design in the following fields: Hospitals and Clinics, Industrial, Commercial and Religious and a gold medal for the best building in the show awarded for the design of the Oshawa, Ontario, Central Collegiate. The awards were made at an exhibition opened at the National Gallery, Ottawa, Saturday, December 2nd, by His Excellency Viscount Alexander of Tunis, Governor-General of Canada.

* * * *

School Bus Transportation in Canada

The Canadian Education Association has added to its growing information service on Canadian education by issuing Report No. 42—The School Bus Transportation

of Pupils in Canada. The report is dated December 19, 1950.

This is the first authoritative report on the transportation of school pupils by bus to central schools, and the figures will be very welcome and useful for administrators throughout the Dominion.

Among the statistics given in the report are the following important figures available for the first time:

Number of pupils transported by bus—77,670
Number of school buses in Canada—4,333
Number of new school buses bought in 1950—365
Average cost of modern school bus—\$6,800.

According to experts on school transportation, Canada needs about 1200 new school buses a year over an indefinite period.

The C.E.A. information service plans to issue a yearly follow-up report on the progress of school bus transportation in Canada.

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THE SCHOOL PROGRESS BOOK SHELF

Northland Post (Cochrane) by Alice Marwick, P.O. Box 489 Cochrane, Ont. Paper cover—\$2.00; Cloth \$3.00.

In the December issue of *School Progress*, under the title of *Workshop in Social Studies*, was told the story of how a group of educationists and teachers undertook to study the community of Fergus, Ontario, as a sample school project in practical social studies. The suggestion was that each Ontario high school might in like manner make a study of its own community to real advantage.

After reading Alice Marwick's book "Northland Post" the writer is reminded of the saying "great minds think alike" or she must surely have had advance knowledge of these Department of Education ideas. For, in writing her story of Cochrane (Northland Post) she has done that very thing for her own community. She has gathered together all available facts about the founding and development of Cochrane and woven them into a most interesting tale of railway construction, pioneering, business enterprise, the founding of churches and the schools, how it all happened complete with success and disaster. Here, Cochrane high school has ready made, an ideal social studies textbook on which to base its own community study project. But there is really no need to make any such suggestion as Alice Marwick is Mrs. Bruce D. Marwick, wife of the principal of the school.

Northland Post is real indigenous Canadian writing about Canadian life in northern Ontario. It is so homey and human in its style and story that the reader cannot help but enjoy it from beginning to end. It is a valuable as well as an entertaining record of which the town of Cochrane must be proud particularly as it is written by one of its own citizens.

Teachers of social studies everywhere in Canada could not do better than buy a copy for reading in the classroom. Write direct to Alice Marwick, P.O. Box 489 Cochrane, Ont. There is a 20% discount for teachers and schools.

The Teacher Looks At the Curriculum by John Diamond—Ryerson, \$1.00.

In this 50-page monograph on the aims of modern education and the secondary school curriculum, the author, a practising Ontario high school teacher, offers some very thought-provoking views on the subject.

After reviewing the development of the secondary school curriculum and finding it primarily vocational in char-

acter and progressively more and more so, he presents the thesis that the high school curriculum should be chiefly educational and exploratory, rather than vocational, and that training for a vocation should not be considered until later when specialization in the trades and training in the learned professions should take place.

He draws an interesting analogy between our curriculum and the ancient Greek system of the age of Pericles which at first was strictly educational (at the time of Socrates) but under the Sophists began to cut corners and to train for specific purposes in careers and politics, oratory, etc., and so lost its basic educational value. It is suggested that the Golden Age of Greece declined accordingly.

Any teacher should find this little book very interesting indeed. In fact, the writer suggests that he would get a great deal of good out of it, that would help him crystallize his own ideas on modern educational trends and needs. The writer also suggests that \$1.00 would be well spent for a personal copy.

The Stage and the School, by Katharine A. Ommanney and Pierce C. Ommanney—Mussion, \$3.90.

First published in 1932, this book found a ready place in the schools and colleges of American as is witnessed by the fact that since then two revised editions have been produced. In the past quarter century dramatics in secondary schools and colleges has grown from a casual extra-curricular activity into a vital subject of the modern curriculum, and interest in the schools has grown far beyond the precincts of the local community. Written originally to encourage the study of dramatics by discussing problems of stage production and dramatic appreciation, "The Stage and the School" now represents investigation and study of the theatre over the world, and introduces its readers to the entire field in order that, as spectators and participants they may have an intelligent understanding of all phases of drama. The writer suggests that this book is one of the most comprehensive and complete texts of dramatic production and appreciation available today. It is organized in six parts: Appreciating the Drama, Attending the Drama, Interpreting the Drama, Producing the Drama, Motion Picture Drama, Radio Drama including Production of Television Plays, and Appendices providing a wide range of references and sources of material including a classification of plays suitable for high school production and the consideration of a career on stage, screen or radio.

Written specifically for school use, the text is supplemented by suggested projects and assignments, review tests, etc. English teachers interested in promoting dramatics in their schools should certainly have a copy of the latest edition of this book, not only for specific study, but for ready reference on all phases of work in dramatics.

Sugar An' Spice and All Things Nice, by Julia Kiene—Junior cook book, illustrated. Available through Canadian Westinghouse Co. Limited, Hamilton, Ontario. Single copies 25c. Special quantity price may be secured.

This book, says the author, is dedicated to my granddaughters and grandsons and all little ladies and young gentlemen who would like to learn more about the art of fine cooking. It is done in the best "primer" style from diction to clear plain printing and illustrations that should be a joy to all school children.

To the best of the writer's knowledge, there is no other elementary cook book just like this one. In it, young folk are taken into the confidence of the author right from the first paragraph, and go into the kitchen with her and work through the cooking problems from start to finish. There is never a dull moment as she explains every important detail of work with food from habits of personal cleanliness and tidiness to the careful study of each recipe. None of the important things that should be learned are left out. Then the actual cooking and baking begins and there are 24 pages of carefully explained recipes beginning with muffins and ending with breakfast in bed. Although written for very young people, this cook book will be found just as interesting and just as practical for older girls, and the writer suggests that it would be very useful indeed in the secondary school home economics course. In fact, one would ordinarily pay many times the price for most cook books, and not get nearly as much value in return. Any home economics teacher who spends 25c to get a copy will never be sorry for the investment or trouble of writing.

Reader's Guide for Unesco Publications

Unesco has begun the monthly publication of "A Reader's Guide to Unesco Publications" which reviews current and forthcoming publications with details as to price, number of pages and the languages in which they appear.

The Guide is designed to bring news of these publications to the attention of the general reading public as well as to that of specialized personnel in the fields of education, science and culture.

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The Picture Gallery of Canadian History—Volume III, by C. W. Jefferys.

This volume concludes the picture gallery of Canadian history projected many years ago, and actually in the process of publication since 1942. Volume I covers the period from discovery to 1763; Volume II from 1763 to 1830; and this final Volume III from 1830-1900. The complete picture history of Canada from discovery to the beginning of the present century is undoubtedly one of the most valuable history books ever to be produced in this country. It is a remarkably complete work that will, in the years ahead, provide a continuing record of the tangible things of the past to supplement all written records of Canada's history. The writer suggests that it is a monument to the life and work of C. W. Jefferys, R.C.A., LL.D., by which he will be remembered long after he has gone. The Picture Gallery of Canadian History indeed represents the result of a lifetime of intense study by an artist singularly well equipped, who is also a first-class historian.

The writer suggests that the complete set of three volumes is a natural companion to the study of written Canadian history, and as such, should be available in all school libraries, and, indeed, in Canadian history classrooms as well, and used for constant reference. Nothing can be better calculated to bring alive the story of Canada's development down the centuries than these 600 pages of authentic illustrations of people and places and buildings and articles they used in the days in which they lived. Even alone, these volumes hold an interest for anyone who wishes to follow Canadian advancement from earliest days without actually reading the story in history books.

Trees and Forests—A nature study programme—Grades 1-8 — Fredericton, N.B.

We have just received a copy of the teachers' manual on trees and forests provided for use in the nature study programme of the schools of New Brunswick. The 40-odd page booklet is a very practical outline of suggested projects and subjects of study in learning about trees and forests which are so important a part, not only of N.B., but also of all parts of Canada with the exception of the prairie provinces.

The manual has been prepared by the Department of Education and published through the co-operation of the N.B. International Paper Company, in the interests of the forests of N.B. and of Canada, and the writer suggests that the manual is quite as useful for

the schools of B.C. as those of N.B., with but few revisions to take care of different kinds of trees.

A list of the chapter topics will tell readers immediately how interesting and helpful the manual would be in any Canadian school: People and Animals Depend on Trees; How to Grow Trees from Seed; How to Know the Trees; How High is That Tree?; The Story of New Brunswick Trees; A Study of the Forest; Trees in the Art Programme; Trees in Music, Literature and Drama.

Unesco Compiling Fundamental Education Who's Who

A Who's Who of leaders in foundational education through the world is being compiled by Unesco. The directory is to supplement a register of specialists, listing individuals and institutions active in fundamental education in all countries, where names have been obtained through personal contacts, correspondence, publications and in other ways. A selected group of people on the register are now being asked for biographical facts, and also to suggest names of other persons doing important work. The purpose of the enquiry is to permit Unesco to answer requests that it recommend the names of experts; and also to satisfy the increasing demands of Unesco's own programme for specialists as leaders for conferences and seminars, members of advisory missions, expert consultants to field projects, or to carry out research.

Five-Point Programme for Text-Book Writers Proposed by Unesco Experts

Five concrete ways in which history textbooks writers can improve the contents of their works have been put forward by a committee of experts which met at Unesco House, Paris, last October. These are:

1. Place more emphasis on history of civilization—less on political and military events.
2. Don't ignore the Orient and Africa—make history really international.
3. Don't limit the heroes to your own nation—give other countries credit too. Honour the inventors, humanitarians and sociologists as well as military leaders.
4. Don't write over the heads of children—make your texts easily understandable to children in each age group.
5. Submit your books to historians of other countries for criticism.

Words Have Wings by Alan Meiklejohn—Ryerson, 65c.

This small teachers' handbook on English composition for senior high school grades has been written to help teach-

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ers chart a difficult course in a subject in which there is no prescribed text book. The author states that his aim in preparing this book is to crystallize the thinking of pupils and teachers by suggesting a twenty week programme which will test the pupils' ability and improve his technique by giving him practice in how to:

1. Construct sentences and to use words correctly in one or more of the following ways:

- (i) by defining words and by showing how to use them correctly in a sentence;
- (ii) by correcting sentences that are faulty in grammar or syntax and by explaining the reasons for these corrections.

2. Reproduce in shorter form the substance of a given passage.

3. Write a short appreciation of the merits of a given passage of good prose.

Practical exercises are provided and extracts for préces and appreciation are well chosen from the work of famous authors. Undoubtedly many English teachers will consider this little book a boon in helping them chart the work of Grade XIII English in preparation for the senior matriculation examinations.

Four Pamphlets on Fundamental Education—Unesco—Ryerson.

Practical guidance in the use of films and filmstrips in fundamental education is given in four pamphlets just published by the Film Centre of London in co-operation with Unesco, designed to help teachers, doctors, agronomists and others whose work takes them into the field of fundamental education. "The Film and Fundamental Education", by H. G. A. Hughes and Sinclair Road, explains in detail the value of the film as a medium of popular education. "Film and Filmstrip Projection in Fundamental Education" and "Choice and Care of Films in Fundamental Education", both by Peter Brinson, Director of Research at the Film Centre, offer practical suggestions on the use of the two media, on principles of selection of material and sources of films useful in fundamental education in various countries. "Choice and Care of Filmstrips in Fundamental Education", by George Saeger, explains the types of filmstrips, techniques of production, and choice of filmstrips.

Three Public Relations Booklets — of definite interest for schools—free on request to the firms that produced them.

Dollars and Jobs by Canadian Cottons, 760 Victoria Square, Montreal.

This little book is a neat way of translating into ordinary language the thoughts that go through the accountants' heads when they prepare the annual report.

According to the booklet, "when an employee thinks of a company's record, he thinks usually in terms of wages, working conditions, security and things of that nature. When an accountant thinks about the same company's record, he thinks usually about figures—sales, costs, overhead and such statistical matters. As annual reports are normally produced by accountants, they often deal mostly in large and complicated figures. The surprising thing is that the accountant is thinking about the same things as the rest of the employees—but he is merely using different words."

For this reason, the company felt that the employee, his family and his friends might like to see how this works out, so they produced this little booklet. Using the figures from the 1949 annual report, the story is told both ways—from the point of view of the employee and family interest in jobs, and from the point of view of the accountant interested in figures and dollars.



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Canadian Careers in Textiles, by J. H. Stewart—Dominion Textile Co. Limited, P.Q. Box 250, Montreal.

Another booklet of real worth is the teaching manual entitled, "Canadian Careers in Textiles", which was prepared by Mr. J. H. Stewart, M.A., of Toronto, for the country's primary textile industry. Actually, this booklet is part and parcel of a filmstrip lesson intended for distribution to secondary schools, and the chief idea of the piece is explanation of the wide variety of occupations and opportunity in the textile industry.

The Story of a Stocking—Canadian Silk Products Ltd., Sherbrooke, Que.

This booklet traces pictorially the steps in making women's hosiery, starting with the raw yarn filament and ending with the final examination of the finished product before it is shipped to the retailer. An added feature is a page of tips on the preservation of hose, tips most women would be delighted to know.

The Great Books of the Western World—Encyclopaedia Britannica, Chicago, Ill., U.S.A.

The Great Books of the Western World has been in preparation for seven years and is being produced jointly by the Encyclopaedia Britannica and the University of Chicago. The set is considered by many educators to

be the most significant publishing event of this century. Most of the seven years of work to date, and more than a million dollars, has been spent in preparation of the two key volumes, the Syntopicon.

The Syntopicon is described by the editors as a third basic kind of reference work, comparable to the original dictionary of the first encyclopaedia. It operates in the field of ideas as a dictionary operates in the field of words, and an encyclopaedia in the field of facts. By using the Syntopicon any reader can, without further help, discover for himself what any of the great writers in the Western tradition thought and wrote about any of the 102 basic ideas, and their 3,000 subordinate ideas, which permeate Western culture.

The Syntopicon contains more than 163,000 references to passages in the Great Books themselves. With these references a reader of *The Great Books of the Western World* can trace any idea through Western thought, from the days of Homer and the Biblical writers to the present.

In addition to the two-volume Syntopicon, a third volume of *The Great Books of the Western World* contains introductory essays summarizing different approaches to Western culture. The remaining 51 volumes contain the Great Books themselves—the 447 basic writings by 71 authors whose works best embody Western thought over 30 centuries.

Each set of the limited first edition will bear an inscription from Chancellor Robert M. Hutchins of the University of Chicago, editor in chief

of *The Great Books of the Western World*. The names of 1,000 charter subscribers will be inscribed on presentation pages.

Since the budgets of educational institutions are relatively fixed, the editors sought a plan whereby local library and school officials, ministers and other scholars might themselves assist in obtaining sets of the first edition for their institutions as gifts from outside donors. The "community acquisition plan" has been evoked to meet this need.

Under this plan, officials of a limited number of civic and business organizations, in selected communities, are invited by the editors to make one or more sets of *The Great Books of the Western World* available to the citizens of their communities through their local educational institutions.

These civic and business leaders have been informed by the editors that this first edition would doubtless be regarded as a gift of real historical significance by any librarian, school or church official, but that most such scholarly institutions will not be able to obtain a first-edition set without outside aid.

It has been suggested that these civic and business leaders, or their organizations, subscribe to sets as tax-free gifts to their local libraries, schools or churches. The editors have offered to imprint the names of such donors on special presentation pages of these sets.

For complete details and prices write Encyclopaedia Britannica, 10 N. Vacker Drive, Chicago 6, Ill., U.S.A.

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The world-famous Vatican Library is celebrating this year the fifth centenary of its existence as a treasure house of learning. Founded by Pope Nicholas V from the offerings of pilgrims in the Holy Year of 1450, the Library has grown steadily in size and importance.

In its first five years, the Library received 1,235 volumes of manuscripts in Latin and Greek—the largest collection in Europe. This was just before the appearance of the Gutenberg Bible, of which two of the remaining eight copies are still in the institution.

The collection now numbers nearly 800,000 books, manuscripts, incunabula and other items, catalogued and classified by modern methods, and arranged in air-conditioned, damp-proof galleries. The most fragile of the old manuscripts are kept in specially constructed steel safes, each page protected by individual wrapping; the rest of the works are on some twenty miles of steel and marble shelves installed by Pope Pius XI in 1928. Among the many priceless treasures are one of the two earliest treasures are one of the two earliest

Bibles in existence—a fourth century manuscript from Alexandria, a fourth century Virgil, a palimpsest of Cicero's Republic, specimens of mediæval Christian writing and the finest of the early illuminated manuscripts.—(Unesco.)

* * * *

New Film Directory on Office Practices — Film Research Associates — New York, N.Y.

A descriptive catalogue of motion pictures and slidefilms covering nearly every aspect of office procedure has been prepared by the staff of Film Research Associates. In addition to furnishing details on 148 films from 37 indicated sources, this "Film Guide for Improving Office Practices" contains a preface on audio-visual methods by Dr. Louis S. Goodman, FRA's executive director.

Among the films described are *Bookkeeping and Accounting*, *Business Machines*, *Filing Procedures in Business*, *Writing Better Business Letters*, *Secretarial Etiquette*, *Taking Dictation and Transcribing*, *Policy as a Working Tool*, *Tricks of the Trade*, *Telephone*

Courtesy, and Simplifying Work in the Office.

The Guide, Staff Service Bulletin No. 14, is being distributed without charge to service members of Film Research Associates. Non-members may purchase it from FRA, 135 West 52nd Street, New York 19, New York.

In Memoriam

David E. Turner, Sales Manager of the Globe Furniture Company of Waterloo, Ont., for many years, and one of the few remaining pioneers of the company, passed away in his 89th year at the beginning of the year after an illness of some years.

He was actively engaged with the company up to the time of his illness and was devoted to the church furniture and seating industry, upon which he leaves an indelible impression.

In all of his activities there were reflected characteristics which created a personality and made him a factor in the development of the industry. He was looked up to by many, setting a high example of a clean, upright, manly, and successful career which inspired many of his associates to emulate him. He will be missed throughout the industry in Canada.

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The Geography of Canada, by J. Lewis Robinson, Ph.D. A descriptive study of the land, resources and people of Canada, emphasizing the inter-relationship between physical geography primary, resources and major occupations. 101 illustrations, 49 maps, 9 bar graphs. Grades VII, VIII, IX. Longmans Green, \$2.75.

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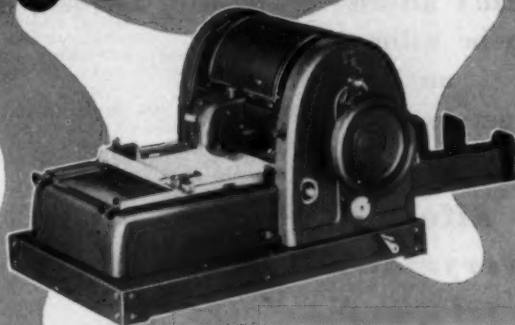
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Tales from Shakespeare, by Charles and Mary Lamb. A new edition of an old classic. Illustrations by John Wonssettler and a modern format, the New Children's Classics. All grades. Macmillan, \$2.50.

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Windfall Fiddle, by Carl Carmer. Prize winner of Children's Spring Book Festival. Ages 10-14. McClelland and Stewart, \$3.00.

Winning Dive, by Mary Graham Bonner. A story for boys and girls who love camping. Ages 8-12. McClelland and Stewart, \$2.50.

Words At Work, by Frank Mosby. Explores the various correlates through the medium of comprehension. Intermediate. Ryerson, 65c.

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Worlds to Explore, by Bailey, Leavell. There are many sorts of worlds to explore through the medium of interesting reading. Grade IX. Gage, \$2.60.

Mid-Year Conference Ontario Association of School Business Officials

The mid-year conference of the Ontario Association of School Business Officials was held on Saturday, January 20th, at the Lincoln Avenue School in Galt, Ontario, with the President, Mr. James Swinton of Brantford, in the chair. The conference opened with a large attendance of school business officials from every part of the province from as far north as Kirkland Lake and Sault Ste. Marie, there being upwards of 100 members present.

The conference was taken up chiefly with discussion periods, the main topics of which were as follows:

(1) The Workmen's Compensation Act as it affects school employees, led by Mr. George Beach, Chief Assessment official, Workmen's Compensation Board, Toronto.

(2) School Board Insurance Prob-

lems, by Mr. Duncan McIntosh, General Manager, Gore Insurance Company, Galt, Ont.

(3) Exchange of ideas on teachers' salaries schedules, led by J. C. Tuck of Kirkland Lake and P. M. Muir of York Township.

Following each address, a lively discussion period was very profitable for all taking part. Finally, a general question and answer period was found especially valuable by the smaller school boards who are now beginning to run into problems in which the larger boards have had experience, and thus had an opportunity of getting the opinions of the larger board administrators. The conference was an undoubted success, and it is encouraging to see the keen interest administrators are taking in their work as a profession.



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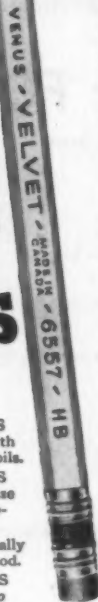
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"Of This We Are Proud"—16 mm. colour sound film—Kelvinator of Canada, London, Ont.

"Of This We Are Proud" is a full colour, 16 mm. sound motion picture with a running time of about 28 minutes. It is offered as a public service by Kelvinator of Canada Limited, for distribution to civic, educational, business, fraternal, patriotic and youth groups, throughout the nation.

The film is documentary in type, inspirational in theme. It is a conscious effort on the part of a business firm to "sell and resell" freedom and the Canadian way of life to the Canadian people.

Kelvinator of Canada decided to produce the picture because of the growing recognition on the part of all business, that we cannot let the critics and demagogues who would tear down our Canadian system of free enterprise, have the stage all to themselves.

The film itself is a dramatic review of high points in the growth of Canada. It lays emphasis on the ideals of liberty, equality and justice outlined by the nation's founding fathers, and attempts to show with carefully selected flashbacks, Canada's growth from its humble origins to its present scale of living.

There are field and factory scenes, views of most of the large Canadian cities, national landmarks, historical shrines and the nation's capital. The opening scenes of the film set the pace and indicate the theme. It is conveyed by an unseen narrator.

Schools interested in seeing the film should address all inquiries or correspondence relative to the film to Kelvinator of Canada, Limited, Film Service Dept., London, Ontario.

Canadian Headlines 1950—16 mm. News Reel—Associated Screen News.

All the top Canadian newsreel stories of the year are included in Canadian Headlines of 1950. Disaster headlines are there in the Rimouski and Cabano fires and the crippling western floods. Canada's preparations for defense are seen in the new R.C.A.F. jet fighters, and the departure of the Princess Patricia for service in the Far East.

Progress is noted with diesel power coming into its own on Canadian rail lines, and the pipeline from the lush Leduc oilfields to the Lakehead being constructed.

Somber notes are struck with the passing of former Prime Minister William Lyon Mackenzie King, and the paralyzing summertime railroad strike.

Canadian Headlines of 1950 winds up with the Winnipeg Blue Bombers and

the Toronto Argonauts at Varsity Stadium, Toronto, for the historic Grey Cup.

Canadian Headlines of 1950 is the fourth in Associated Screen Studios' Canadian Cameo 'Headlines' series.

How A Watch Works—16 mm. Sound film—Jam Handy Organization, General Films, Canada.

The principles in the action of a watch are clearly and interestingly explained in *How A Watch Works*, a Kodachrome sound motion picture produced for the Hamilton Watch Company by the Jam Handy Organization.

How A Watch Works makes the complicated technical operation of a watch easy to understand through simple analogy and comparison with familiar everyday mechanisms. Through the use of enlarged model watch parts, the basic steps in the action of a watch are explained. The giant model, built to scale from plexiglas, is assembled piece by piece with narration explaining the function of each watch part as it appears on the screen. Through the use of photographic technique, the model parts change in the film into actual watch parts. These parts then assemble themselves into a finished Hamilton watch through the use of stop-motion photography. By using special photographic techniques, models and analogy, the film reveals the precision and accuracy required to make a truly fine watch.

Unesco Filmstrips to Aid World-Wide the Teaching of Human Rights Principles.

To help propagate the principles of the human rights, Unesco has produced and is distributing a series of six filmstrips on themes suggested by the United Nations Universal Declaration of Human Rights, for use in schools and in adult education.

The first, *Milestones*, is a general study of the historical development of the concept of human rights and each of the other five—*Abolition of Slavery*, *Emancipation of Women*, *Freedom of Thought*, *The Right to Education*, and *Arts and Life*—deals with a single article in the Universal Declaration.

Unesco is distributing them with explanatory notes in English, French, Spanish, Arabic and German. These include practical instructions in the use of filmstrips, a copy of the Preamble to the Universal Declaration and a sentence or paragraph of explanatory exposition linked with each of the thirty visual frames of each of the six filmstrips.

Six hundred prints of each filmstrip have been made and are being distributed to Unesco Member States, Unesco National Commissions and to Ministries of Education or other Government departments. Additional copies, obtainable from Unesco, cost \$3, £1 or 1,000 French francs for a set of six, while individual filmstrips are available for 50 cents, 3/6 or 200 francs. Next year it is planned to supplement the series with titles dealing with other aspects of human rights.

Vocal Music—16mm Motion Picture—E.B.F.

A new educational motion picture designed to increase the desire among students for participation in choral work has been released by Encyclopædia Britannica Films.

The film, *Vocal Music*, was made at the Carl Schurz High School, Chicago, and features the work of several of the school's choral groups under the direction of Arthur Clark.

By pointing out the pleasure and satisfaction to be gained through participation in group singing, the film stimulates an interest in choral work and points out how easily most of the basic errors associated with a voice thought "bad" may be corrected by teaching and practice.

The film makes its points by taking selected students as examples and following them as their reasons for joining a singing group are revealed. The basic faults of an untrained voice then are discussed and corrective measures demonstrated.

In addition to *Vocal Music*, EBFilms has such other films as *The Symphony Orchestra*, *The String Choir*, *The Brass Choir*, *The Woodwind Choir* and *The Percussion Group* in the music field.

Vocal Music is a one-reel black and white film intended for use in junior and senior high school classes in music, music appreciation and singing.

General Films Appointed Exclusive Distributors in Canada of Family Films.

Six new moral teaching films just released by Family Films of Hollywood will be distributed exclusively in Canada by General Films Limited. These new releases bring to fifteen the number of Family Films productions now available.

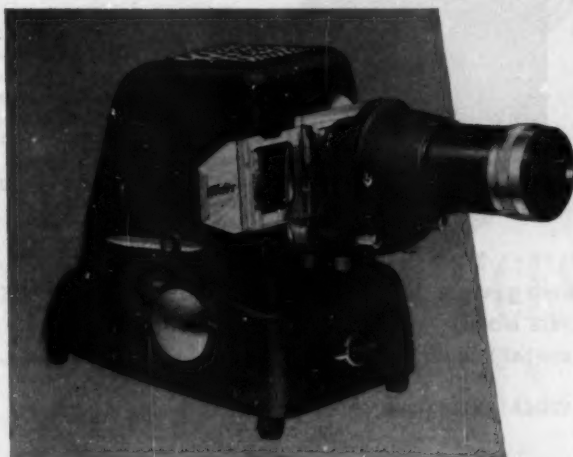
All these films are treated in a modern manner and are suited for churches, schools, clubs and family audiences. They are based upon worthwhile present-day stories that deal intelligently and realistically with the practical problems of life.

A descriptive folder will be mailed upon request.

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Driver Education—16 mm. M.P. films and 35 mm. film slides—series General Motors of Canada Ltd.—Information from any G.M. dealer.

General Motors of Canada has prepared a series of motion pictures and slide films on driver education for use in Canadian high schools.

The series, first of its kind ever produced, it is claimed, will help fill a long standing need of high schools for good audio-visual materials on driver education.

A special committee of teachers, school administrators, and specialists on audio-visual instruction materials provided counsel on all phases of the project. Technical guidance also was furnished by leading automotive and traffic control authorities. The films

offer a valuable supplement to other driver instruction methods, adding clarity and interest by bringing into the classroom visual situations which are difficult or impossible to provide by any other means.

The films will be shown in the near future to selected similar groups in the provincial capitals.

The series includes three motion and twelve slide films. It covers all important points involved in operating an automobile. Each film is an instruction unit which provides specific coverage of a single topic. This assures easy and effective integration of the series into any high school's curriculum covered include driver qualification course plan. General areas of instruction, functioning and care of the

automobile, basic driving techniques, rules of the road and advanced driving skills.

Motion pictures are 16 mm., black and white, sound films, with running times ranging from 11 to 17 minutes. Slide films are 35 mm., black and white, silent films, averaging about sixty frames each. A booklet containing descriptions of the films and suggestions on presentation methods is provided for instructors' guidance.

Driving phases covered by the series are "Your Permit to Drive," which is introductory; "Driving Economically," "Driver Fitness and Attitude," "Switches, Instruments and Controls," "Preventive Maintenance," "Road Emergencies," "Starting the Car," "Controlling the Car," "Driving Straight Ahead," "Turning," "Speed Control," "Intersection Controls," "Parking," "In Case of Accident" and "Practice Makes Perfect Drivers." The first, second and last are motion picture films, while the remainder are slide films.

A majority of the frames of the motion and slide films are actual photographs. They are interspersed with some diagrams, and an occasional cartoon to illustrate a point.

Those wishing to preview the films should communicate with General Motors or its dealers.

The Science Classroom — Current Science Features — Filmstrips — Popular Science—Ryerson Visual Service.

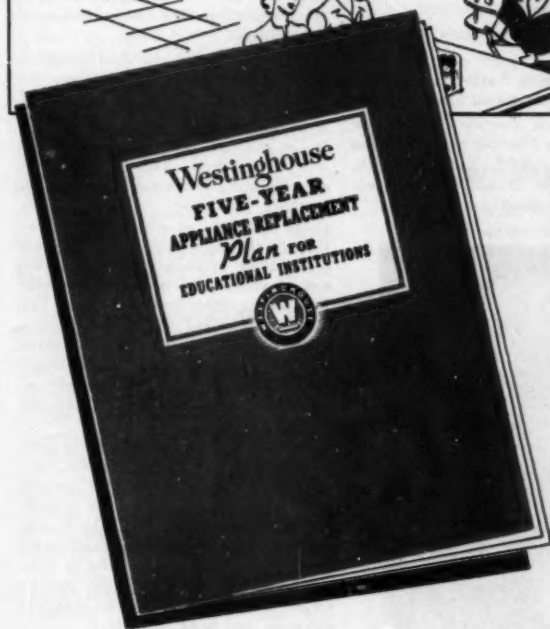
Science teachers on both the elementary and high school levels should welcome with keen interest two new Teach-O-Filmstrip productions just announced by Popular Science Publishing Company: "The Science Classroom" and "Current Science Features."

Unique among science filmstrips, "The Science Classroom" is the first existing filmstrip to deal with the subject of designing, equipping, building and conducting a stimulating elementary science classroom. Filmed in full colour, the strip was enacted and photographed in a typical elementary school, the Ernest Horn Elementary School of Colorado State College of Education.

Designed for both teacher-training and teacher-refresher programs, "The Science Classroom" was written by two outstanding educators: Dr. Donald Decker, Professor of Science and Education, Chairman of the Division of Science, Colorado State College of Education, and Helen MacCracken, formerly Associate Professor of Science, Colorado State College of Education. Both are editors of the "How and Why Science Books", published by the L. W. Singer Company, Syracuse, New York, co-producer, with Popular Science, of "The Science Classroom".

"Current Science Features" is a series of four full-length, black-and-white filmstrips based on feature science articles of timely significance and enduring value in *Popular Science Monthly*. Designed for Junior and Senior High School classes and clubs, the four strips are: "The Science of Auto Safety"; "Making Atomic Energy Help Mankind"; "Controlling Fire" and "How Television Works". A Teaching Guide accompanies each of the four filmstrips; both strips and Guides are packaged together in a hard-cover, book-style file box.

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MANUFACTURERS & EQUIPMENT NEWS

Annual Meeting Ontario Exhibitors' Association

The Ontario Exhibitors' Association, affiliated with the Ontario Association of School Business Officials, at its Annual Meeting February 6th, 1951, elected the following officers and executive for the coming year:

Honorary Chairman: G. Everton Smith, Moyer School Supplies, Toronto, whose personal efforts have been largely responsible for developing the Association to its present strong position.

Chairman: Gordon A. MacEachern, Gordon A. MacEachern Limited, Toronto.

Vice-Chairman: Earl Wicklum, Special Contract Department, Robert Simpson Co. Limited, Toronto.

Secretary-Treasurer: James Davison,

S. R. Hart Co. Limited, Toronto, whose energy in Association activities have been a constant help to the Chairman.

Assistant Secretary: Harry F. Coles, School Progress Magazine, Toronto, appointed to assist Mr. Davidson and lighten his work in the future.

Executive: Grant Adams, Canadian Johns-Manville Co. Limited; R. E. Lawrence, A. R. Williams Machinery & Manufacturing Company; Mike Paleczny, Globe Furniture Co., Waterloo.

The combined convention of the Urban School Trustees' Association and the Ontario Association of School Business Officials will be held this year at Bigwin Inn, June 25, 26, 27. It is expected that all active members of the Association (38) will exhibit at the Convention.

G. Everton Smith Retires as General Manager Moyer School Supplies Ltd.

Ross Clarkson, president of Moyer School Supplies Limited, has announced the retirement of G. Everton Smith, General Manager of that Company, after thirty-eight years' service.



G. Everton Smith

Mr. Smith has been actively associated with the School Supply business since he first opened a branch of the E. N. Moyer Company Limited in Edmonton in 1912. He rose steadily in the ranks of the company and was appointed to the post of General Manager in 1927. At the special request of the Board, Mr. Smith has consented to continue his work in the field of education as Director of Public Relations for Moyer.

A New Model Dictaphone

The recently developed Dictaphone Time-Master Model is an electronic dictating machine which records on the Plastic Memobelt. This 16 pound portable dictating instrument is small and compact, has clear, sensitive microphone dictation at ordinary conversation levels, adjustable recording and reproducing volume, clear recording and playback, and is easy to operate. The plastic Memobelt records at constant groove and speed and assures easy, uniform backspacing and instant, accurate place-finding. It is unbreakable and can be mailed in ordinary envelopes if desired and filed in an ordinary office file.

The transcribing machine gives accurate voice reproduction and has a light, under-chin headset or a soft speaker which may be used in place of a headset, or the new Magic Ear may be substituted. It is a precision instrument which is easy and comfortable to operate. Volume, speed and tone can be varied and backspacing is uniform, measured and instantaneous.

For school use a series of recorded belts are available suitable for testing business practice.

Write for information to the Dictaphone Corporation, 629 Adelaide St. W., Toronto.

Eagle Pencil Colour Chart

The Eagle Pencil Company, makers of Prismacolor pencils, has issued a very attractive little colour chart showing the forty-eight colours of their complete colour range which, it is claimed, sets a new world standard for coloured pencils.

Prismacolor pencils are used widely

by both artists and in industry. Art sets are offered in four convenient packages:

A package of 12 indispensable colours that will blend to produce any desired tone;

A package of 24 carefully selected major colours;

A package of 36 colours designed for maximum variety and usefulness.

A full package of 48 brilliant colours illustrated in the chart.

Copies of this handily coloured pencil chart may be obtained by writing to the Eagle Pencil Co. of Canada Limited, 217 Bay St., Toronto.

Royal Metal Manufacturing Co. Opens Canadian Plant at Galt, Ontario

Business and industrial leaders of Galt, Ontario, joined recently in welcoming its newest modern industrial project, the plant of the Royal Metal Manufacturing Co., Ltd. The occasion was an open house signaling the opening the new Canadian plant.

Occupying approximately three-fourths of an acre on a large seven and one-half acre site, the new building houses the offices, showroom and warehouse of the company. It is the nucleus of a larger development of the company, as it is understood a building to house the manufacturing facilities of the company will be added to the present structure shortly.

Top executives of Royal Metal, which produces metal furniture for offices, hospitals, factories, schools and a wide variety of commercial establishments, participated in the opening ceremonies. George C. Lautemann, president of the Canadian company, welcomed Irving Salomon, chairman, and H. A. Green, newly elected president of the parent company, with headquarters in Chicago. He was assisted by other officials of the Canadian company, including L. S. Clarkson, office manager; Pat McLean, sales manager; N. S. Wildman, purchasing agent; Herbert Sargeant, superintendent, and Roy Robertson, production manager.

The new building is strikingly modern in design and appearance. Windows occupy almost the entire front of the plant, extending from the ground floor upward to the second story level. The glass area is of one-quarter inch polished plate glass with alumulite partitions of a specially treated aluminum which will not stain or corrode. Overhanging the plate glass facade is a solar roof extending outward toward the street about eight feet and designed to provide protection against the glare of the sun except during the last few minutes of the day. This arrangement provides generous daylight lighting for the office

Faces that reflect the benefits of DAY-BRITE classroom lighting

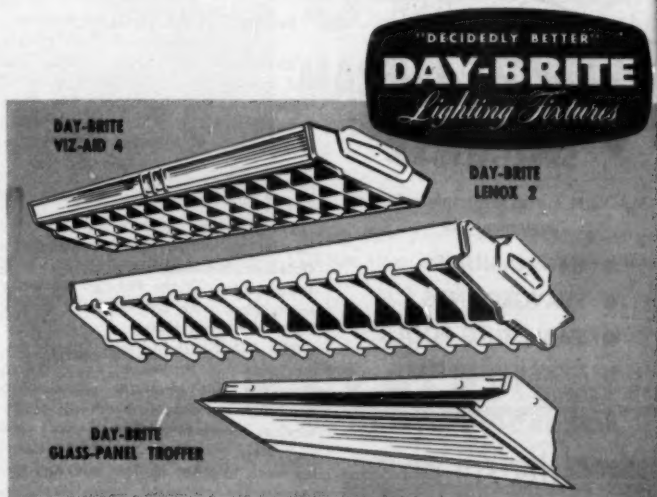


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workers on the interior of the structure.

The building uses the latest type fluorescent lighting. A striking feature is the night illumination which provides a silhouette of the company name.

Steel office equipment of the most modern design is used throughout the offices. There are five private offices for executives, and generous open space for office workers. A large showroom

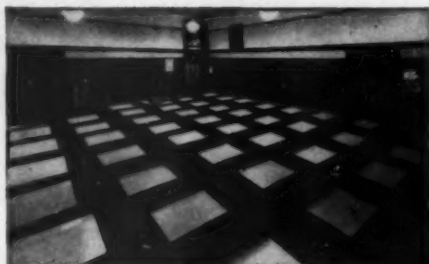
is one of the features of the structure, providing an effective setting for the entire line of metal tables, chairs, costumes and other products of the company.

Royal Metal established its Canadian operations in 1946. About 100 people are employed at present and plans for expansion will provide employment for an increasingly greater number.

The Use of Plastic Tops for New and Old School Desks

A new and broad field for the use of laminated plastic is opening up in the recommendation and use of Formica on school desks, tables and tablet arm

has been successfully applied to desks and tables, and teacher and janitorial staff have reported complete satisfaction both for appearance and sanitation.



These desk tops have been renewed using Formica laminated plastic.

chairs. Much interest has also been shown in its use in refinishing desk tops of much used and much misused school furniture. One school official of a large urban school system reports that he has experimented with Formica for the maintenance of the furniture in his schools with remarkable success. He uses it to renew school furniture still in good condition, thus prolonging its use and avoiding replacements when budget appropriations are limited. It

tion, wearing qualities and ease of cleaning. Needless to say, Formica used on new desks, tables, etc., should be better still, and it is expected that much of the school furniture of the future will be manufactured with laminated plastic tops.

More information on Formica and its use in schools may be obtained by writing to Arnold Banfield & Co. Limited, Oakville, Ontario, the Canadian distributor of the product.

Remote Control Dictation System Announced

Thomas A. Edison, of Canada Limited has developed a new system of "remote control" dictation. The TeleVoice System, as it is called, consists of from one to twenty modified telephones directly connected to a central recording instrument located near the secretary.

The recording instrument, called the Edison VoiceWriter, records the dictation received on plastic discs. Transcription of the dictated matter is accomplished with the standard Edison Disc Secretarial Unit.

The TeleVoice Stations (phone extensions) can be located any distance from the TeleVoiceWriter. Each Station gives the dictator every one of the services he needs to dictate easily and accurately, including a means of listening back to what he has said and the facility for recording corrections.

Unlike individual dictating machines, the dictator has only those functions to perform which are a direct part of actual dictation. The secretary takes care of changing the discs and index slips.

Provision is made in the system for eliminating conflict between dictators who might wish to use it simultaneously. Because only dictators with a low volume of letter writing are put on the TeleVoice System, the chances of finding the "line in use" are only one in four and even then there is only a one-minute wait because the average letter is only 120 words long. A positive warning signal in the form of a small red light on each phone goes on when the system is being used, making it unnecessary to pick up the receiver and listen to find out if all is clear.

TeleVoice Stations (extensions) are made in both desk type and mount type phones. On each phone base is just one

*She's too young to know what
you know about*



TOWEL TRAFFIC

Germs go hand-in-hand in schools where towel traffic is heavy. School children need the protection and the safety of Interlake Paper Towels. When you provide them with Interlake Paper Towels, you do two things: you protect them against the very real dangers of hand-borne disease . . . and you encourage cleanliness. Interlake Paper Towels are highly absorbent and extra strong for thorough drying of energetic children's hands. Ask our nearest office to show you how economical they are.

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Slater Manual Training Benches in use at Dalewood School—Hamilton.

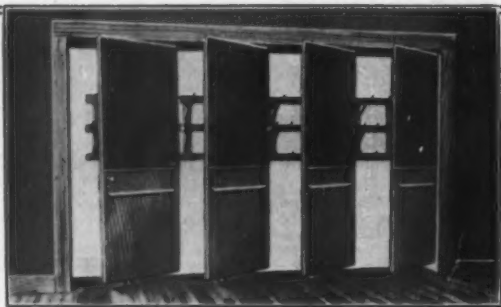
The Kiln-dried hardwood top is 21" x 40". Tool slots across one side keep chisels, saws, etc., within easy reach. Two vises with metal jaws 4" x 7" each have hardwood face-plates. These are flush with bench surface projecting 1/4" above metal as protection for tool blades. The frame uprights are 4 structural steel angles that can be mounted to floor. For high schools the benches are 33" high. For grade schools benches are 30". Write for further details and prices.

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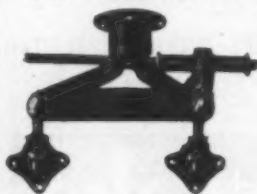
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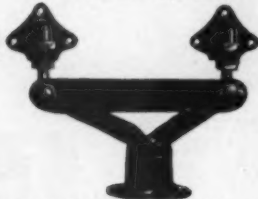
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button and the signal light. This button is used both for making corrections and for listening back. In the handle is a "talk switch" that is held down during dictation; it starts and stops the disc on the TeleVoicewriter recording instrument. The dictator records correction marks on the index slip by pressing the button located on the base of the TeleVoice extension while holding the "talk" switch down. To listen back the dictator presses the base button only. Length marks on the index slip are automatically recorded by "hanging up". These features assure the secretary the same ease of transcription she now enjoys with the standard Disc Edison Voicewriter.

While as many as twenty TeleVoice Stations can be wired to one TeleVoicewriter recorder, the average for commercial installations is ten. The number of stations to be used initially is determined by a survey of the work load of each dictator involved. Thereafter it is a simple matter to add more extensions if personnel is increased or more central recording units if the work load increases sufficiently to require it.

Welles Corporation Limited Establish Engine Rebuilding Division

A new departure of great significance to bus operators has been made by Welles Corporation Limited in the establishment of an engine-rebuilding division in its enlarged plant at Windsor, Ontario.

Here all owners of Ford Model 5MB and 8MB coaches and the new Welles-Marmion-Herrington "W-M-H" Coaches are assured of thorough rehabilitation by men of long experience in this type of work, and men who have a special knowledge of the requirements of units of this type.

Another innovation now being introduced by Welles Corporation is the inclusion of equipment for burning propane fuel, the new and more economical method now coming into wider and wider use in Canada.

Booklet on Maintenance and Sanitation

B. W. Deane Company, Toronto, have issued a twenty-six page booklet on Maintenance and Sanitation for buildings and institutions, and also a bulletin on Thoral, a new germicidal agent for schools and institutions. Both deal with the care and cleaning of floors, walls, washrooms, locker rooms, cafeterias, domestic science rooms, and general cleaning. This material may be obtained by writing B. W. Deane and Company, 416 Terminal Building, Toronto.

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Wiring Supplies Catalogue

A new Wiring Supplies Catalogue has just been released by Amalgamated Electric Corporation Limited. Dated January, 1951, the new catalogue is put up in a hard cover, expansion binder, tab indexed and printed in 7 colours, for easy reference use.

Noble E. Gerry, Amalgamated's Advertising Manager, advises us that the new catalogues are now being mailed

to customers across Canada. Firms who may not be on Amalgamated's mailing list, or who may have been missed in the present mailing, are invited to write to the Amalgamated branch nearest to them. Amalgamated offices are located at 4040 St. Catherine's St. W., Montreal; 384 Pape Ave., Toronto; 677 Notre Dame St. W., Winnipeg; 1218 11th Ave. W., Calgary; Granville Island, Vancouver.

Map of Musical Europe

A young Frenchman, aged 23, has just completed an "Artist's Map of Musical Europe" for the use of students and music-lovers. The names of some five hundred composers are shown, placed near the European towns which they honoured. The "Map of Musical Europe" received a prominent place at the Symphonic Festival in Aix-en-Provence and will probably be shown at the festivals of Besançon and Edinburgh. (UNESCO)

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In this series Mr. Glover has presented the better-known plays of Shakespeare in a form likely to make an instant appeal to the young actor and play reader. The principal scenes which make up the main plot of each play have been reduced to provide, without other alteration, the story that Shakespeare wrote. Excellent suggestions for staging, costume and production have been added to make this series an invaluable aid to Dramatic Activity in schools.

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WEDDING REVELS.....A Midsummer Night's Dream
SHYLOCK AND THE BOND.....The Merchant of Venice
FOREST LOVERS.....As You Like It
THE CONSPIRATORS.....Julius Caesar
THE ENCHANTED ISLAND.....The Tempest

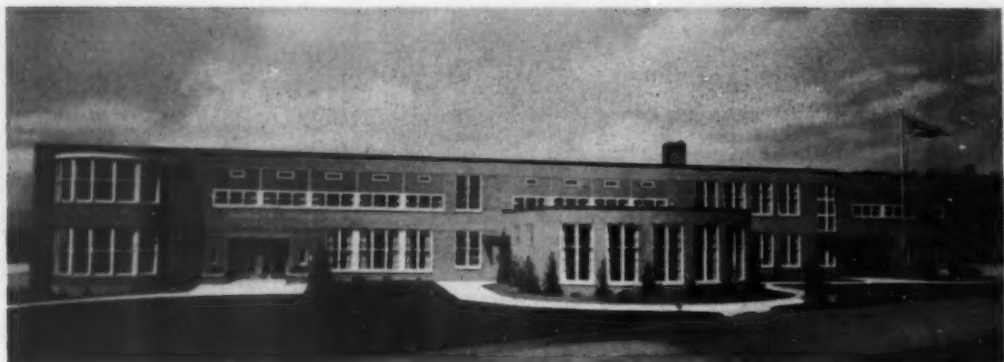
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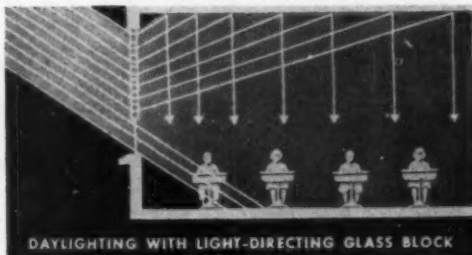
Good Lighting with Insulux Glass Block

Insulux Glass Block has been found to be the solution of the problem of good lighting, by many school boards and architects. Herein is shown the Sudbury Public School, Sudbury, Ontario, where it will be noted it has been used extensively with great success. S. B. Coon & Son were the architects and the Foundation Company of Ontario Limited, the General Contractors.

Good lighting not only affects the standard of study, it also affects the health of students. Light should be evenly spread throughout the entire classroom. How this is achieved with Insulux Light Directing Glass Block is readily illustrated by the diagrams.



The first diagram illustrates how a beam of light is transmitted through a sheet of clear window glass.



See the result in the classroom. The glass has little effect on the light, neither diffusing it nor changing its direction. Note in the second diagram how a beam of light is transmitted through Insulux Light Directing Glass Block. The prisms on the inside of the block change the direction of the beam turning it upward and diffusing it. The result: daylight is distributed deep into the classroom. All students work in healthy natural daylight. Eyestrain is reduced to a minimum.

Further information and technical details on Insulux Glass Block may be obtained by writing



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SCHOOL PROGRESS

Editorial and Business Offices

57 Bloor Street West

Toronto, Ontario

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BOTH BACKWARD AND FORWARD

BE PREPARED NOT SCARED

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ARE ALWAYS FOLLOWED BY A
BRIGHT TOMORROW**

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